

Appalachian State University



General Catalog 1970/1971

**APPALACHIAN STATE UNIVERSITY
IS AN ACCREDITED MEMBER OF**

THE SOUTHERN ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

THE NATIONAL COUNCIL FOR ACCREDITATION OF
TEACHER EDUCATION

THE AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION

THE AMERICAN COUNCIL ON EDUCATION

THE COUNCIL OF GRADUATE SCHOOLS IN THE UNITED STATES

THE NORTH CAROLINA ASSOCIATION OF COLLEGES AND
UNIVERSITIES

THE NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

THE NATIONAL ASSOCIATION OF BUSINESS

TEACHER EDUCATION

THE AMERICAN ASSOCIATION OF STATE COLLEGES AND
UNIVERSITIES

BULLETIN OF

APPALACHIAN STATE UNIVERSITY

Announcements for
1970-1971



Boone, North Carolina
28607

Volume LXVIII

Number 3

September, 1969
December, 1969
March, 1970
June, 1970

Published quarterly by Appalachian State University. Entered as second-class matter at the Post Office at Boone, North Carolina, under the Act of Congress, August 24, 1912. Postage has been paid at Boone, North Carolina. Address corrections to the Office of the Provost, Appalachian State University, Boone, North Carolina 28607.

UNIVERSITY CALENDAR 1970-1971

FALL QUARTER 1970

Sept.	7	Monday, 9:00 a.m.—Official opening, first faculty meeting.
Sept.	8	Tuesday—Orientation of new faculty.
Sept.	7	Monday, 8:00 a.m.—Dormitories open.
Sept.	7	Monday, 12:00 Noon—First meal in cafeteria.
Sept.	8-9	Tuesday and Wednesday—Registration.
Sept.	10	Thursday, 8:00 a.m.—Classes begin.
Sept.	12	Saturday—Registration and first class meeting for Saturday classes.
Sept.	16	Wednesday—Drop-Add closes 4:00 p.m.
Sept.	23	Wednesday, 7:30 p.m.—Meeting of students expecting to do student teaching winter quarter, Chapell Wilson Hall.
Oct.	12-16	Mid-term week.
Oct.	17	Saturday, Homecoming.
Nov.	11	Wednesday, 7:30 p.m.—Meeting of students (last names beginning with letters "A" through "M") expecting to do student teaching 1971-72 Chapell Wilson Hall.
Nov.	12	Thursday, 7:30 p.m.—Meeting of students (last names beginning with letters "N" through "Z") expecting to do student teaching 1971-72 Chappell Wilson Hall.
Nov.	18	Wednesday, Classes meet as scheduled until 5:00 p.m.
Nov.	19-25	Final Examinations.
Nov.	25	Wednesday—Fall quarter closes.
Nov.	26-29	Thanksgiving Holiday.

WINTER QUARTER 1970-1971

Nov. 30 &		
Dec.	1	Monday and Tuesday—Registration.
Dec.	2	Wednesday, 8:00 a.m.—Classes begin.
Dec.	5	Saturday—Registration and first class meeting for Saturday classes.
Dec.	8	Tuesday—Drop-Add closes.
Dec.	18	Friday, 6:00 p.m.—Christmas Holiday begins.
Jan.	4	Monday, 8:00 a.m.—Classes resume.
Jan.	6	Wednesday, 7:30 p.m.—Meeting of students expecting to do student teaching spring quarter, Chapell Wilson Hall.
Jan.	18-22	Mid-term week.
Feb.	23	Tuesday—Classes meet as scheduled until 5:00 p.m.
Feb. 24-		
Mar.	2	Final Examinations.
Mar.	2	Winter quarter closes.

SPRING QUARTER 1971

Mar.	8-9	Monday and Tuesday—Registration.
Mar.	10	Wednesday, 8:00 a.m.—Classes begin.
Mar.	13	Saturday—Registration and first class meeting for Saturday classes.
Mar.	16	Tuesday—Drop Add closes 4:00 p.m.
Apr.	8	Thursday, 6:00 p.m.—Easter Holiday begins.
Apr.	13	Tuesday, 8:00 a.m.—Classes resume.
Apr.	13-16	Mid-term week.
May	20	Thursday—Classes meet as scheduled until 6:00 p.m.
May	21-27	Final Examinations.
May	27	Thursday—Spring quarter closes.
May	30	Sunday, 3:00 p.m.—Commencement.

SUMMER SCHOOL 1971

June 7—August 13—Summer School

CALENDAR FOR 1970

JANUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	JULY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	OCTOBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
FEBRUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	MAY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	AUGUST S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	NOVEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
MARCH S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUNE S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	SEPTEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	DECEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

CALENDAR FOR 1971

JANUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	JULY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	OCTOBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
FEBRUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	MAY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	AUGUST S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	NOVEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
MARCH S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JUNE S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	SEPTEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	DECEMBER S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

APPALACHIAN STATE UNIVERSITY CORRESPONDENCE DIRECTORY

To Facilitate Prompt Attention, Inquiries Should Be Directed to The Following:

ADMISSIONS

CLARENCE H. GILSTRAP, *Director of Admissions*

ALUMNI AFFAIRS

ROBERT E. SNEAD, *Director of Alumni Affairs*

ANNUITIES AND GIFTS, PUBLIC RELATIONS

ROBERT T. ALLEN, JR., *Director of Public Affairs*

EMPLOYMENT OF STUDENTS, STUDENT LOANS, SCHOLARSHIPS, VETERAN'S AFFAIRS

STEVE R. GABRIEL, *Director of Financial Aid*

FACULTY APPOINTMENTS AND INSTRUCTION

PAUL SANDERS, *Provost*

GRADUATE ADMISSIONS, CURRICULUM, AND REQUIREMENTS

CRATIS D. WILLIAMS, *Dean of Graduate School*

HOUSING

RICHARD TICKLE, *Director of Housing*

INSTITUTIONAL RESEARCH AND DEVELOPMENT

ROBERT E. REIMAN, *Director of Institutional Research and Development*

LIBRARY

W. LEONARD EURY, *Head Librarian*

PLACEMENT

ROBERT L. RANDALL, *Director of Placement*

RECORDS, CERTIFICATION REQUIREMENTS, CURRICULUM RE- QUIREMENTS, AND ALL TRANSCRIPTS

W. DEAN MEREDITH, *Registrar*

STUDENT WELFARE

O. KENNETH WEBB, JR., *Dean of Student Affairs*

UNIVERSITY POLICY

HERBERT WEY, *President*

The university telephone number is 264-8871, area code 704.

TABLE OF CONTENTS

THE UNIVERSITY	1
ADMISSIONS	9
EXPENSES AND FINANCIAL AID	15
STUDENT LIFE	30
THE INSTRUCTIONAL PROGRAM	44
THE GENERAL COLLEGE	56
THE COLLEGE OF ARTS AND SCIENCES	62
THE COLLEGE OF EDUCATION	130
THE COLLEGE OF FINE AND APPLIED ARTS	160
THE GRADUATE SCHOOL	225
PERSONNEL	261
BOARD OF TRUSTEES	261
BOARD OF VISITORS	261
ADMINISTRATIVE OFFICERS	262
THE FACULTY	263
FACULTY EMERITI	278



The University

LOCATION

Appalachian State University is a part of the system of public higher education of the State of North Carolina. It is located at Boone, county seat of Watauga County, North Carolina, on the crest of the Blue Ridge Mountains at an elevation of 3,333 feet above sea level, the highest elevation of any four year college east of the Mississippi River. Situated in an area of great natural beauty, near the Blue Ridge Parkway which connects the Shenandoah and the Smokey Mountain National Parks, Boone is easily accessible over United States Highways 221, 321, and 421, which intersect in and lead out from the town.

PURPOSE

Within the framework established by the North Carolina State Board of Higher Education, Appalachian State University is dedicated to the total development of its constituency through instruction, research, and service.

In pursuit of this purpose, Appalachian pledges itself:

To nurture an intelligent climate in which truth is sought and respected.

To provide a liberal education for all its students.

To offer, within the scope of its programs, pre-professional and professional education to those students who desire it.

To maintain a faculty dedicated to teaching and scholarship.

To advance the frontiers of knowledge through research.

To be cognizant of new knowledge and prepared to meet the challenge of new ideas.

To expand cultural horizons and develop appreciation of ethical and aesthetic values.

To make its resources available to the people within its sphere of influence.

To serve as a force for social improvement.

To cooperate with all institutions and agencies which are dedicated to the betterment of mankind.

HISTORY

Appalachian's antecedent, Watauga Academy, was created by its founders, B. B. and D. D. Dougherty, to bring educational opportunity to the people of North Carolina. Appalachian Training School, created by the General Assembly of 1903, was conceived and founded to prepare teachers for an expanding public school system, and especially to prepare better teachers for the public schools of the isolated section of the northwestern part of the state. Within a little more than twenty years Appalachian Training School became Appalachian State Normal School and began its involvement in the total complex program of public education.

As the functions of the public schools changed, with the emergence of new technologies, and with the rising predominance of industry over agriculture, public school education became more diversified in North Carolina. To help meet the demand for new and different kinds of teachers for the region, Appalachian evolved from Normal School to Teachers College. The change took place officially in 1929, and the institution began to expand its sphere of influence into the more populous Piedmont section of the state. During the early 1940's, graduate education for teachers was added to the program, and in 1965, Appalachian was authorized to begin the development of the Sixth-year Program for school administrators. At the same time the institution abandoned its long-held single-purpose concept and developed programs leading to degrees for those not wishing to prepare for teaching.

The 1967 General Assembly of North Carolina changed the status of Appalachian and designated it Appalachian State University. This change brought with it additional responsibility. The General Assembly charged Appalachian not only with the responsibility for the preparation of public school personnel and of offering instruction in the liberal arts and sciences including the preparation for the master's degree, but also with a responsibility for programs of research, with the responsibility for service to the people within its sphere of influence, and with the responsibility for such other programs as are deemed necessary to meet the needs of its constituency and of the state.

Appalachian welcomes these additional responsibilities and pledges itself to discharge them with vigor.

CAMPUS

The central campus of Appalachian State University covers sixty acres of the Blue Ridge Mountains. In addition, the university owns 330 acres of land, not immediately adjacent to the central campus, which is being considered for expansion of its services. Almost all of the buildings on the central campus are new or have been recently renovated. These modern facilities set against the backdrop of Rich Mountain and Howard's Knob give Appalachian a physical plant of superior utility and beauty.

Classrooms and Laboratories

SMITH-WRIGHT HALL, erected in 1940 and renovated in 1964, houses the classrooms, laboratories, and faculty offices for the Departments of Economics and Business and Sociology and Anthropology.

I. G. GREER MUSIC HALL, erected in 1951 and enlarged in 1968, provides modern facilities for the Department of Music including auditorium, classrooms, studios, offices, rehearsal rooms for music ensembles, and practice rooms.

W. KERR SCOTT HALL, erected in 1961, provides classrooms, laboratories, and offices for the Department of Industrial Arts. A modern addition completed in 1967 provides additional facilities for this department.

LILLIE SHULL DOUGHERTY HALL, built in 1962, provides classrooms, laboratories and offices for the Department of Home Economics.

JAMES DANIEL RANKIN SCIENCE BUILDING, constructed in 1963, and enlarged in 1969, provides classrooms, laboratories, and offices for the Biology, Chemistry, Geology, and Physics Departments.

BROOME-KIRK HEALTH AND PHYSICAL EDUCATION BUILDING, constructed in 1955, partially provides for the program of health, physical education, and recreation. It contains a large gymnasium, stage, swimming pool of Olympic specifications, classrooms, offices, audio-visual rooms, shower and locker rooms, and overnight accommodations for visiting groups.

VARSITY GYMNASIUM, which adjoins the Broome-Kirk Health and Physical Education Building, was completed in 1968. This facility accommodates 8,000 persons when used for varsity basketball games, convocations, and other gatherings. It also partially provides for the program of health and physical education.

4 THE UNIVERSITY

HOME MANAGEMENT HOUSE, built in 1965, contains four apartment units to provide residence experience for majors in home economics.

LUCY BROCK NURSERY SCHOOL, constructed in 1965, consists of play, observation, and kitchen areas to accommodate twenty, three and four-year old children and is used as a laboratory for courses in child development.

WATAUGA HIGH SCHOOL, erected in 1965, and APPALACHIAN ELEMENTARY SCHOOL, erected in 1954 serve as laboratory schools for student observation and teaching.

EDWIN DUNCAN HALL, erected in 1965, provides modern facilities for the Departments of Education, Geography, History, and Psychology.

CHAPELL WILSON HALL, previously known as the Appalachian High School Building, was renovated in 1966 for general classroom use. It houses the Departments of Art and Speech.

BLANFORD B. DOUGHERTY ADMINISTRATION BUILDING, occupied in 1968, replaces the former Administration Building which was destroyed by fire December 29, 1966. It houses the administrative offices of the university.

ADMINISTRATION BUILDING ANNEX, previously known as the Watauga County Hospital Building, was renovated in 1968 to provide offices for the Printing and Duplicating Department, Computer Center, Placement Office, Admissions Office, Office of Institutional Research and Development, and other related administrative areas.

DAUPHIN DISCO DOUGHERTY LIBRARY, erected in 1935 and renovated in 1955 and 1960, houses the Departments of Library Science and Military Science.

CAROL GROTNES BELK LIBRARY, occupied in 1968 and designed to house approximately 400,000 volumes, contains approximately 86,000 square feet of floor space.

SANFORD HALL, completed in 1969, provides modern facilities for the Departments of English, Foreign Languages, Mathematics, Philosophy and Religion, and Political Science. This classroom building was named for former Governor and Mrs. Terry Sanford.

WORKMAN HALL, erected in 1940, accommodates 125 women.

JUSTICE HALL, erected in 1952, and named in honor of E. J. Justice

of McDowell County, who was active in gaining the approval of the Charter of Appalachian Training School by the General Assembly of North Carolina in 1903, accommodates 322 men.

DOUGHTON HALL, erected in 1963, is a seven-story modern residence hall accommodating 300 women.

LOVILL HALL, occupied in 1966, houses 227 women. This residence hall was named in honor of Captain E. F. Lovill, first president of the Board of Trustees, as was the residence hall it replaced.

CONE HALL, occupied in 1968, houses 300 women. This residence hall was named in memory of Moses H. and Bertha Cone. In 1903 Mr. Cone gave the largest single gift towards the establishment of Appalachian Training School. He was a member of the institution's first Board of Trustees. Mrs. Cone also served as a member of the Board of Trustees.

CANNON HALL, occupied in 1968, houses 300 women. This residence hall was named for Charles A. and Ruth Coltrane Cannon. Mr. and Mrs. Cannon have been active and instrumental in the promotion and the support of "Horn In The West", Boone's outdoor drama and Appalachian's first music camp, the Charles A. Cannon Music Camp.

GARDNER HALL, occupied in 1968, houses 300 men. This residence hall was named for Governor and Mrs. O. Max Gardner.

RESIDENCE HALL "B", occupied in 1968, houses 300 men. This residence hall is similar in design to Gardner Residence Hall and is located adjacent to the Gardner Residence Hall.

THE CAFETERIA erected in 1925, renovated in 1958, and enlarged in 1965 and 1968, is well equipped to provide efficient food service for students.

THE UNIVERSITY BOOKSTORE, erected in 1968, on the site of the former Bookstore provides modern facilities for the handling of books and supplies.

LAUNDRY AND SERVICE BUILDING, built in 1949, houses a modern laundry and dry cleaning plant and the offices and shops of the Physical Plant.

WILLIAM J. CONRAD STADIUM was completed in 1962. The stadium, named in honor of William J. Conrad, *Chairman Emeritus* of the Board of Trustees, seats 10,000 people.

6 THE UNIVERSITY

W. H. PLEMMONS STUDENT CENTER was opened in 1967. The building provides offices for student activities, recreational and lounge areas, post office, coffee shop, and restaurant.

THE MEDICAL CENTER was renovated in 1968 and provides modern examining rooms, laboratories, offices, and an infirmary for short term care of students.

Organization

The functional organization of the university comprises four administrative divisions under the general direction of the President and the faculty. The divisions of Business Affairs and Public Affairs support and facilitate operations of the other divisions. The division of Student Affairs includes the Office of the Dean of Student Affairs, the Offices of the Deans of Men and Women, the Office of Admission, the Office of student Financial Aid, the Student Housing Office, the Office of Placement Services, and the University Health Services.

For purposes of instruction, the division of Academic Affairs is made up of the General College, the College of Arts and Sciences, the College of Education, the College of Fine and Applied Arts, and the Graduate School. It also includes the Summer Session, the Library, the Extension Division, the Office of the Registrar, and certain auxiliary agencies such as the Computer Center and the Audiovisual Center which contribute to the instructional and research programs administered by the division of Academic Affairs.

THE GENERAL COLLEGE provides, during the freshman and sophomore years, guidance and instruction in the general education areas required of all students. In addition, the student in the General College may take courses required by the particular college from which he plans to graduate. All transfer students below the junior level are admitted to the General College. A transfer student who does not satisfy the conditions for admission to the upper level college from which he plans to graduate may be admitted to the General College.

THE COLLEGE OF ARTS AND SCIENCES provides instruction through the departments of Biology, Chemistry, English, Foreign Languages, Geography and Geology, History, Mathematics, Philosophy and Religion, Physics, Political Science, Psychology, and Sociology and Anthropology. Each of these departments offers a major leading to the Bachelor of Arts degree. The departments of

Biology, Chemistry, English, Foreign Languages, History, Mathematics, and Physics offer majors leading to the Bachelor of Science degree with teacher certification in cooperation with the College of Education. It is also possible for a student to earn the Bachelor of Science degree with teacher certification in science with concentration in Biology, Chemistry, Earth Science, or Physics. A student may earn the Bachelor of Science degree with teacher certification in Social Science with concentration in Geography, Political Science, or Sociology and Anthropology.

THE COLLEGE OF EDUCATION offers instruction through the departments of Teacher Education; Special Programs; Library Science; and Administration, Supervision and Higher Education. This college has primary responsibility for the preparation of young men and women as teachers, librarians, supervisors, and administrators for the public schools of North Carolina. The College of Education offers the Bachelor of Science degree with teacher certification in the fields of Elementary Education, Library Science, and Special Education in the area of mental retardation. The Bachelor of Science degree with teacher certification may be earned in each of the following fields: Art; Biology; Chemistry; Economics and Business; English; French; Health and Physical Education; History; Home Economics Education; Industrial Arts; Mathematics; Music; Physics; Science with concentration in Biology, Chemistry, Earth Science, or Physics; Social Science with concentration in Geography, Political Science, Sociology and Anthropology, or Economics; Spanish; Speech; and Special Education in the area of speech and hearing by taking a major in the College of Arts and Sciences or the College of Fine and Applied Arts.

THE COLLEGE OF FINE AND APPLIED ARTS offers instruction through the departments of Art, Economics and Business, Health and Physical Education, Home Economics, Industrial Arts, Military Science, Music, and Speech. The College of Fine and Applied Arts offers the Bachelor of Arts degree with majors in Art, Economics and Business, Music, and Speech. It offers the Bachelor of Science degree in Business Administration through its department of Economics and Business. It offers the Bachelor of Science degree without teacher certification with majors in Health and Physical Education, Home Economics in Business, Industrial Arts, and Music: Piano Pedagogy. In cooperation with the College of Education, the degree of Bachelor of Science with Teacher Certification in Art, Economics and Business, Health and Physical Education,

Home Economics Education, Industrial Arts, Music, Social Science with concentration in Economics, Speech, and Special Education in the area of speech and hearing is offered.

THE GRADUATE SCHOOL is organized to provide facilities for advanced study leading to the Master of Arts degree, the Master of Science degree, and the advanced certificate for the sixth year program for school administrators. The Master of Arts degree may be earned with majors in Audio-visual Education, Biology, Chemistry, Counseling, Economics and Business, English, Elementary Education, Foreign Languages, Industrial Arts, Library Science, Mathematics, Music, Physical Education, Reading, Educational Administration and Supervision, Social Science, Special Education, Education of the Deaf, History, and Geography. The Master of Science degree may be earned in Chemistry and Biology.

ENROLLMENT, FALL QUARTER, 1969-1970

Freshmen	2,185
Sophomores	1,370
Juniors	1,204
Seniors	909
Special	34
Graduates	546
Extension	581
Total Number Enrolled	6,833

DEGREES CONFERRED, 1969

	June 1969	August 1969
Bachelor of Arts	45	22
Bachelor of Science	738	209
Master of Arts	110	286
Total Number of Degrees Conferred	893	517

Admissions

Appalachian State University recognizes its responsibility to render every service possible toward the advancement of education. Some people find it inconvenient or impossible to enter at the beginning of the academic year. In an attempt to be of greater service, Appalachian admits students at the beginning of the fall, winter, spring, summer quarter, or either session of summer school. Early application is advisable for any student since these applications are considered first.

The university admits applicants whose preparation, ability, interest, character, and general fitness indicate that they can do successful work. Applicants must submit their social security number and, if applicable, their selective service number and number and address of their local draft board.

Out-of-state applicants must meet the same admissions criteria as required of North Carolina residents.

All unmarried freshmen, except for *bona fide* residents of Boone and vicinity, are required to live in university residence halls. Since space is limited, this is a factor which must be considered in freshman admissions.

All correspondence concerning admissions to the university should be addressed to the Director of Admissions, Appalachian State University, Boone, North Carolina, 28607.

FRESHMAN STUDENTS

Applicants may be admitted to the freshman class upon meeting the following requirements:

1. Graduation from an accredited high school and rank in the upper seventy-five per cent of their graduating class. If the applicant is not a high school graduate, a high school Equivalency Certificate is required.
2. Satisfactory recommendation by the high school principal and/or guidance counselor.
3. Presentation of at least two units of high school mathematics (2 units of algebra *or* 1 unit each of algebra and geometry).

4. Satisfactory scores on the College Entrance Examination Board Scholastic Aptitude Test.

This test is required of every applicant for freshman admission and is given in November, December, January, March, May, and July. End-of-junior year (in high school) scores are used to determine eligibility for freshman admission when reported with early applications. It is recommended that the test be taken at the end of the junior year of high school *and* repeated early in the senior year of high school.

A student wishing to take this test should procure an application form from his secondary school or should write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey, for the *Bulletin of Information*, which includes an application form and is available without charge. The Bulletin lists test centers and gives complete information concerning tests.

The student must make his own arrangements well in advance of a selected testing date so that his application is received in Princeton before the deadline for filing applications.

5. A satisfactory health record. The complete medical history of each applicant must be submitted on the medical form supplied by the Admissions Office *after* approval has been given.

NOTE: Prospective students who have attended an accredited college but who have earned less than 45 quarter hours of credit, must meet *both* freshman and transfer admission requirements. This means that in addition to following procedures for freshmen they must present a transcript showing an overall "C" average *on all course work attempted*. In addition, such applicants must be eligible to return to the institution last attended.

TRANSFER STUDENTS

1. Students seeking to transfer from other colleges or universities must furnish official transcripts of records from all institutions attended. These transcripts must show eligibility to return to the institution last attended and an overall 2.00 or "C" average *on all course work attempted*. Courses satisfactorily completed in other accredited institutions are evaluated in terms of the curriculum selected at Appalachian.

2. Junior college graduates must meet the scholastic requirement as listed above.
3. Transfer applicants must meet the same proficiency tests in reading, speech, and written English as required of regular sophomores at Appalachian.
4. Transfer applicants must submit a satisfactory health record. The complete medical history of each applicant must be submitted on the medical form supplied by the Admissions Office *after* approval has been given.

NOTE: Prospective transfer students with less than sophomore standing (45 quarter hours of earned credit), must meet all entrance requirements for freshmen, including satisfactory scores on the Scholastic Aptitude Test. This is in addition to meeting all transfer admission requirements.

SPECIAL STUDENTS

1. Applicants who are mature and who may not meet admission requirements but who have a satisfactory record of experience and education may be admitted to courses which they may be able to pursue with profit.
2. Such applicants may be required to present evidence of having earned a college degree or evidence of the need for specific courses. Applicants who are regularly enrolled students at other institutions may be admitted as "visiting" students provided the appropriate official at their institution authorizes their attendance at Appalachian, approves the course work selected, indicates the individual is in good standing at that institution, and otherwise approves the transfer of credits taken at Appalachian back to that institution for degree purposes. At the end of one quarter's work visiting students must transfer to Appalachian or withdraw from the university.
3. Special students who desire to become candidates for a degree from Appalachian must satisfy appropriate admission requirements.

GRADUATE STUDENTS

For admission and graduation requirements, see *Graduate School* page 230.

ADMISSION OF AUDITORS

1. Students enrolled at the university or students admitted with satisfactory records of experience and education may enroll for specific courses as auditors with the consent of the Dean of Student Affairs and the instructor concerned.
2. Students who audit courses must register in the Registrar's Office, must be regular in attendance, but will not receive grades or credit.

PROCEDURE

Students who wish to be considered for admission to the university as freshmen will obtain from the office of the Director of Admissions an application packet, consisting of an application form, high school principal's transcript and recommendation form, and instructions for completing and submitting these forms.

All application forms are to be accompanied by an application fee of *ten dollars* which is *not refundable*.

Applicants should request the Educational Testing Service to send results of the Scholastic Aptitude Test to the Director of Admissions.

Students who desire to transfer to Appalachian from another college or university will obtain from the office of the Director of Admissions an application packet consisting of an application form, dean of men or dean of women recommendation form, and instructions for completing and submitting these forms.

After all papers have been filed and evaluated, a statement of eligibility for admission or a statement of shortages to be removed before admission can be approved will be sent to the applicant.

Instructions for reserving dormitory space will be included in the letter of approval sent to each qualified applicant.

Prior to the date of registration, information such as room assignment, opening date, and orientation program will be sent to the students.

Graduates of junior colleges must complete at least 99 quarter hours with at least a 2.00 quality point ratio at Appalachian.

ADVANCED PLACEMENT PROGRAM

Appalachian participates in the Advanced Placement Program of the College Entrance Examination Board. Freshmen who have demonstrated their achievement on specific College Entrance Examination Board Advanced Placement Tests may have the results submitted to the university for consideration with regard to placement in advanced courses and for college credit. Taking these tests is optional on the part of the freshman applicant. Freshmen may also qualify for advanced placement and credit by being invited (selection is by the Director of Admissions) to take departmental tests in their areas of extensive specialization during freshman orientation. Based upon these test results, the amount and nature of the credit granted is determined by the Committee on Academic Policies and Procedures and the pertinent department of instruction.

READMISSION

Students who have withdrawn in good standing from the university or who have been suspended for academic deficiencies or for other reasons should submit their requests for readmission to the Dean of Student Affairs. Consideration of requests for readmission of students who have been suspended for any reason will be made in light of the applicant's ability, evidence of growth and maturity, good citizenship record, credits earned at another institution, and time elapsed since leaving Appalachian.

INFORMATION FOR VETERANS

The university is approved for providing training under Public Laws 358, G. I. Bill effective June 1966; Public Law 634, the children of deceased or disabled veterans; and Public Law 894, for disabled veterans. *APPROVAL FROM THE VETERANS ADMINISTRATION SHOULD BE RECEIVED BY THE STUDENT BEFORE ENTERING SCHOOL.*

Students may contact the Veterans Administration Regional Office, 301 North Main Street, Winston-Salem, North Carolina for information and necessary forms.

Children of disabled or deceased veterans may receive assistance in payment of tuition, room, meals, and other university fees. For information regarding eligibility and application forms, students

14

ADMISSIONS

should write to the North Carolina Veterans Commission, Raleigh, North Carolina.

FOREIGN STUDENT ADMISSION:

A student wishing to apply for undergraduate admission as a foreign student should first make arrangements through the American Consulate in his own country to take the Test of Proficiency in the English Language (TOEFL Test). No student can be approved (even if he meets other requirements) until a satisfactory score is received.

Since Appalachian is a state-supported institution, it is not permitted to offer financial assistance to foreign students. Therefore, arrangements for all expenses should be made before a student leaves his own country.



Expenses and Financial Aid

EXPENSES

Fees are charged by the quarter and are due and payable in advance at the beginning of each quarter. Any special arrangement for the payment of expenses must be made at the time of registration with the Controller's Office.

It is estimated that the average student who is a North Carolina resident incurs necessary expenses of approximately \$1050.00 for room, meals, tuition, and fees during an academic year.

FEES PAYABLE EACH QUARTER FOR UNDERGRADUATES

	<i>Dormitory Students</i>	<i>Day Students</i>
Tuition and fees for residents of North Carolina	\$144.71	\$144.71
Tuition and fees for non-residents of North Carolina	\$394.71	\$394.71
Board, room, and laundry		
Men	\$244.00	-0-
Women	\$239.00	-0-

The university reserves the right to make changes in these charges when circumstances require.

For expenses of graduate students, see page

The application for admission must be accompanied by an application fee of \$10.00, which is not deductible or refundable.

A fee of \$97.00 for students entering Appalachian for the first time or \$50.00 for a student already enrolled must accompany application for a room reservation. The room reservation fee is deductible from the room rent charge at the opening of the first quarter of residence.

All students living in university dormitories are required to purchase the minimum number of meal tickets at the time of registration. Mealbooks are redeemable only during the academic

16

EXPENSES AND FINANCIAL AID

year in which they are issued. The cost of meals may vary considerably according to individual needs and desires. The cafeteria is on the main campus and meals are available at moderate prices, for cash payment or mealbook tickets.

With the approval of its governing bodies, the university reserves the right to change these fees any time that it becomes necessary.

Day Students

Regular day students pay all regular expenses except room rent, cafeteria meals, laundry and dry cleaning.

Foreign Students

Foreign students are considered out-of-state students and, therefore, have to pay the out-of-state rate unless they have a graduate assistantship.

Part-time Students

Students who register for less than full load pay the following charges:

One through three hours, \$30.00; four through six hours, \$43.00; more than six hours, full charges.

Out-of-State Students

The following statement governs a student's classification as a resident or nonresident of North Carolina with respect to tuition payment.

1. *General:* The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition, a legal resident must have maintained his domicile in North Carolina for at least the six months preceeding the date of first enrollment or re-enrollment in an institution of higher education in this state.
2. *Minors:* The legal residence of a person under twenty-one years of age at the time of his first enrollment in an institution of higher education in this state is that of his parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court order to the mother or to a legal guardian other than a parent.

No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.

A minor student whose parents move their legal residence from North Carolina to a location outside of the state shall be considered to be a nonresident after six months from the date of removal from the state.

For the purpose of determining residence requirements under these rules, a person will be considered a minor until he has reached his twenty-first birthday. Married minors, however, are entitled to establish and maintain their residence in the same manner as adults. Attendance at an institution of higher education as a student cannot be counted as fulfilling the six-month domicile requirement.

3. *Adults:* A person twenty-one years of age or older is eligible for in-state tuition if he has maintained continuous domicile in North Carolina for the six months next preceding the date of enrollment or re-enrollment, exclusive of any time spent in attendance at any institution of higher education. An in-state student reaching the age of twenty-one is not required to reestablish residence provided that he maintains his domicile in North Carolina.
4. *Married Students:* The legal residence of a wife follows that of her husband, except that a woman currently enrolled as an in-state student in an institution of higher education may continue as a resident even though she marries a nonresident. If the husband is a nonresident and separation or divorce occurs, the woman may qualify for in-state tuition after establishing her domicile in North Carolina for at least six months under the same conditions as she could if she were single.
5. *Military Personnel:* No person shall be presumed to have gained or lost in-state residence status in North Carolina while serving in the Armed Forces. However, a member of the Armed Forces may obtain in-state residence status for himself, his spouse, or his children after maintaining his domicile in North Carolina for at least six months next preceding his or their enrollment

or re-enrollment in an institution of higher education in this state.

6. *Aliens:* Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.
7. *Property and Taxes:* Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.
8. *Change of Status:* The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina and may not thereafter be changed except; (a) in the case of a nonresident student at the time of his first enrollment who, or if a minor his parents, has subsequently maintained a legal residence in North Carolina for at least six months, and (b) in the case of a resident who has abandoned his legal residence in North Carolina for a minimum period of six months. In either case, the appropriate tuition rate will become effective at the beginning of the term following the six-month period.
9. *Responsibility of Student:* Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the admissions officer. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Director of Business Affairs and Registrar of this circumstances in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.

Student Welfare and Activities

This fee supports such services and activities as health care, student government, concerts and lectures, class dues, popular programs, forensics, dramatics, intramurals, student publications, attendance at all athletic events on campus, and transcript fee.

Rental of Textbooks

A textbook rental fee entitles a student to receive textbooks used in each course for which he registers. Notebooks, workbooks, manu-

uals, and the like are not included. These and other supplementary materials will be purchased by the student. At the end of each quarter textbooks that are not needed further are returned. A student who desires to own his textbooks may purchase them by paying the difference between the rental fee and the purchase price.

Laundry and Dry Cleaning

Laundry of linens and personal clothing, pressing, and dry cleaning are provided at the university laundry. Students whose laundry service is in excess of the minimum charge will settle the account with the Cashier's Office. All students should have permanent name markings in every article to be laundered or dry cleaned.

Auditing

A person except those on university appointment and students registered for a full schedule who audits a class pays the regular registration and tuition fees. Auditors do not take tests, examinations, or receive grades or credit.

Hospitalization and Accident Insurance

A hospital and accident insurance coverage is available on a voluntary basis to all students at a low cost. For married or widowed students a family plan is also offered. This insurance will pay a substantial part of charges for hospitalization, surgical procedures, treatment for accidental injuries, diagnostic tests and medical emergencies. The insurance policy is effective for twelve months between September first and August thirty-first and provides coverage both on campus and off. Each student is urged to purchase this protection. In addition, the University Health Services will pay the first twenty-five dollars toward the hospital bill of any student admitted to Watauga County Hospital in Boone.

Change of Course 1.00

For each course change initiated by the student after registration day he must pay a fee of \$1.00.

Change of Room 1.00

For change of dormitory room initiated by the student after registration day.

20 EXPENSES AND FINANCIAL AID

Diploma

Bachelor's degree	6.00
Master's degree	10.00

Graduate Record Examinations

Aptitude Test	8.00
Advanced Test	9.00
or	
Aptitude Test and one Advanced Test	15.00

Home Management House 207.00

A major in Home Economics Education is required in the senior year to spend one quarter in residence in the home management house for which she pays this fee for room and board instead of regular charges.

Late Registration 5.00 to 10.00

A student who does not complete his registration during the announced registration date is charged a \$5.00 fee, with an increase of \$1.00 for each additional late day of registration, the total not to exceed \$10.00.

Late Test 2.00

A student who does not take the required orientation tests at the time provided by the university will be required to pay a \$2.00 fee for each test.

Music Per Quarter

One thirty-minute individual lesson a week, any instrument or voice	15.00
Two thirty-minute individual lessons a week, any instrument or voice	30.00
One class lesson a week, any instrument or voice	9.00
Practice rooms, voice, piano, organ, first quarter hour	5.00
Each additional quarter hour	2.50
Practice rooms, strings, wind, percussion, first quarter hour	2.50
Each additional quarter hour	1.25

National Teacher Examinations and Miller Analogies Test

National Teacher Examinations (common and a teaching area)	13.00
Common Examinations only	10.00
One Teaching Area	9.00
Late registration fee	3.00
Miller Analogies Test (individual administration)	7.50

Nursery School

Per child per quarter	50.00
-----------------------------	-------

Physical Education Activity

Per Quarter	
Bowling	8.00
Skiing	50.00
Golf	14.00

Student Teaching

15.00
This fee is charged the student who spends one quarter during the senior year doing student teaching in the laboratory schools of the university or in approved off-campus schools.

Special Examination

5.00
This fee is charged the student who takes an examination in a course outside of the examination schedule, except in case of extreme emergency.

SPECIAL NOTE

Before taking final examinations at the close of each quarter, a student is expected to settle all accounts. A student may not register for a new quarter until all charges have been paid or arranged for and until all textbooks are returned to the University Bookstore. A student cannot receive a degree, certificate, or transcript of credits until all accounts, except current, loans have been paid.

REFUND OF FEES

Room reservation fees from new students for the fall quarter are refundable upon notification on or prior to May 10 and from

returning students on or prior to June 15. Requests for refunds should be made to the Director of Housing.

If a student withdraws from the university before the close of the registration period, one-half of the room rent and tuition and a proportionate part of the amount paid for meals will be refunded. If a student withdraws after the close of the registration period, a proportionate part of the amount paid for meals will be refunded. Refunds will be calculated from the date of the official withdrawal from the university. Students who are suspended for disciplinary reasons or who do not formally withdraw are not eligible for a refund.

STUDENT FINANCIAL AID

Opportunities for financial aid, though not unlimited, are within the reach of almost every student who can show both superior academic achievement and definite financial need. The student who realizes that he will be unable to meet university expenses without assistance should determine the approximate amount of assistance needed per quarter and take early initiative in seeking information from the Director of Student Aid and should file applications for at least one of the principal types of financial aid indicated below.

Aid applications for the following academic year must be submitted by April 15. In addition, applicants interested in receiving a National Defense Loan, or an Educational Opportunity Grant administered through the university should also have their parents submit a *Parents' Confidential Statement*. Forms may be obtained from one's high school and should be submitted to the College Scholarship Service, Box 176, Princeton, New Jersey.

Information to Veterans

The university is approved for providing training under provisions of Chapter 34, Title 38, U. S. Code, G. I. Bill effective June 1966; Chapter 35, Title 38, U. S. Code, the children of deceased or disabled veterans; and Public Law 894, for disabled veterans.

Students enrolling under provisions of Chapter 34 and 35 will pay fees at the time of registration but receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran should make his arrangements early.

Students may contact the Veterans Administration Regional Office, 301 North Main Street, Winston-Salem, North Carolina, for

information and necessary forms. *Approval from The Veterans Administration regarding eligibility should be received by the student before entering school. The approval form (certificate of eligibility) should be submitted to the Financial Aid Office for completion after the veteran enrolls.*

Children of disabled or deceased veterans may receive assistance in payment of tuition, room, meals, and other university fees. For information regarding eligibility and application forms, students should write to the North Carolina Veterans Commission, Raleigh, North Carolina.

Student Employment Programs

The student employment programs enable eligible students to help pay college expenses while attending classes full time. Students participating in the programs are employed in the cafeterias, library, administrative offices, and in the various colleges and departments of the university.

The student employment programs consist of The Appalachian State University Self-Help Program and The University Work-Study Program; the latter is of federal assistance under Title I of The Economic Opportunity Act.

A student returning to school for the summer session only is not eligible to work under this program.

Generally, a student may work up to fifteen hours per week. A student's work schedule will depend upon class schedules and will be arranged by the student and his work supervisor. The amount of compensation the student receives depends upon the program for which he qualifies. Many students earn as much as one third of the total necessary expenses of the year.

Jobs off campus are not assigned by any committee or division of the university, but such jobs do exist. Whenever possible, the Director of Student Aid will help the student find one of these jobs.

Student Loan Programs

College Foundation, Inc.

Applicant must be a *bona fide* resident of North Carolina to be eligible for a loan from this source.

A student may borrow up to \$1500 per year at a rate of 7 percent on the unpaid principal balance. The federal government will pay the 7 percent interest during the in-school period for students from families with adjusted incomes less than \$15,000.00 per year. The borrower will assume the full 7 percent interest rate upon termination of his education in addition to $\frac{1}{2}$ of 1 percent insurance premium, which he pays during both in-school and repayment periods.

Information and applications will be forwarded, upon request, by writing the Director of Student Financial Aid.

National Defense Student Loan Program

Appalachian participates in the National Defense Student Loan Program, which is a part of the National Defense Education Act of 1958. An undergraduate student may borrow up to \$1,000 per year to a total of \$5,000. The amount of the loan committed to a student is based on the financial need of the student. Graduate students may borrow as much as \$2,500 per year to a maximum of \$10,000. The repayment period and the interest do not begin until nine months after the student ends his studies. The loans bear interest at the rate of three percent per year and repayment of principal may be extended over a ten year period, as long as a minimum repayment of \$45 per quarter is met.

If a borrower becomes a full time teacher in an elementary or secondary school or in an institution of higher education, as much as half of the loan may be forgiven at the rate of ten percent for each year of teaching service. Borrowers who elect to teach in certain eligible schools located in areas of primarily low-income families may qualify for cancellation of their entire obligation at the rate of fifteen percent per year.

A graduate or undergraduate student returning to school for the summer session only is not eligible for a loan under this program.

North Carolina Scholarship Loan Fund for Prospective Teachers

Established by act of the Legislature of North Carolina in 1957, and amended in 1967, for capable students who are preparing to

teach in the public schools of North Carolina, this fund makes available a loan up to \$600 a year. Students with good high school or college records may be eligible for a loan for each of four years. One annual loan is automatically cancelled for each year that the student teaches in the public schools of North Carolina. If the student does not teach, the loan must be repaid at four percent interest. For application forms, interested students should write directly to the State Department of Public Instruction, Raleigh, North Carolina. Applications should be submitted before March 1, preceding the fall enrollment at an Institution of Higher Learning.

Scholarship Loan Fund for Prospective Teachers of the Mentally Retarded

This loan fund was established by an act of the Legislature of North Carolina in 1963 and revised in 1967, for capable students who are preparing to teach the mentally retarded, makes available a loan up to \$900 per academic year. A student may also qualify for \$300 during the summer term or \$150 per six weeks term. Students with good high school or college records may be eligible for a loan for each of four years. One annual loan is automatically cancelled for each year the student teaches the mentally retarded in North Carolina. If the student does not meet these requirements, the loan must be repaid at four percent interest. For application forms, interested students should write directly to the State Department of Public Instruction, Raleigh, North Carolina.

University Consolidated Loan Fund

When a student borrows money from any of the loan funds, he signs a promissory note and makes arrangements for repayment satisfactory to the Office of the Controller. Arrangements may be made to repay the loan and interest in installments over a reasonable period of time after graduation or discontinuance of study. A student who receives a loan should understand that loan funds are revolving funds and that the university has the same interest in protecting them as it had in securing them.

The following loan funds have been established for the benefit of worthy students who need financial aid:

Nora E. Edmondson Loan Fund of \$500 was donated in 1956 by Mrs. Bertie E. Perkins in memory of her sister, Miss Nora E. Edmondson, who at the time of her death was the oldest graduate of the university, and who from her first visit in 1942 until her

death, was one of its most loyal and devoted friends. This fund is available to graduate students only.

Frances L. Goodrich Loan Fund was contributed by the Trustees of Asheville College. Loans are restricted to \$300 per year and are available only to juniors and seniors.

The B. H. Harman Loan Fund amounting to \$2,500 was established by Mr. Harman and members of his family in 1968. Now living in Phoenix, Arizona, Mr. Harman is a native of Watauga County and many of his relatives have attended Appalachian. He established the Loan Fund "in gratitude for what the university has done for my people" in the county and the area. A maximum of \$250 a year may be borrowed, with a student being eligible for a maximum of \$750 for his four years at the university.

Library Science Loan Fund was donated in 1953 by Miss Eunice Query and Miss Mabel Brister of the Appalachian faculty. The loan is available only to majors in library science.

Mark Davis Loan Fund of \$1100 was donated in 1967 by Mark Davis.

Student Loan Fund of approximately \$5,000 was donated over a period of years by graduating classes.

W. J. Waters Graduate Loan Fund of \$500 was donated in 1958 by S. J. Waters, alumnus of Appalachian, for graduate students only.

Tau Beta Emergency Loan Fund was established during the winter quarter of 1969, to aid students with short term emergency financial needs. This fund is intended to be a revolving fund to aid as many students as possible during their stay at Appalachian.

GRANTS-IN-AID AND SPECIAL TALENT AWARDS

It is believed that special recognition should be given to those with demonstrated special talents, and it is also believed that the university should continue to strive for improvement of representative groups in the Performing Arts.

Students who feel they might qualify for these awards are encouraged to make application.

Several fields of student activity, including dramatics, art, forensics, industrial arts, music, baseball, basketball, football, and other activities, have been approved for grants-in-aid and talent awards.

Educational Opportunity Grants

This program is part of the Higher Education Act of 1965 with the purpose being to assist in making available the benefits of higher education to qualified high school graduates of exceptional financial need. Students who qualify may be eligible for a grant of up to \$1000 per year for a period of four academic years. The recipient must maintain satisfactory progress in his course of study and be a full-time student during the academic year.

SCHOLARSHIPS

Army ROTC Scholarship Program *is designed to offer financial assistance to outstanding young men in the four-year ROTC program who are interested in the Army as a career. Each scholarship provides free tuition, textbooks, and laboratory fees. Scholarships are awarded for a period of two years to students who have completed the first two years of ROTC and are selected for the Advanced Course. Application must be made through the Department of Military Science prior to the completion of MS II.*

Four-year scholarships are available to qualified high school seniors. Applications should be initiated through guidance counselors in the first month of the applicant's senior year in high school.

Students who are interested in a special talent award should write to the appropriate department chairman for information. Athletes should write to the coach of the sport in which they are interested in participating while attending the university.

Alpha Gamma Chapter of Delta Kappa Gamma awards a scholarship of approximately \$100 or more to a worthy student from Avery or Watauga Counties.

James G. K. McClure Scholarships, established in 1958 by the James G. K. McClure Education Foundation, provides four scholarships of \$500 each to freshmen from designated western counties who give promise of high intellectual attainment, who show evidence of Christian character, and who are in need of financial aid.

Legislative Scholarships are awarded by an act of the General Assembly of North Carolina. A number of tuition scholarships are awarded each year in the amount of \$150 each and are awarded on the basis of need and merit.

Endowment Scholarships were made available in 1957 by the Board of Trustees from the income of Endowment Funds. Approxi-

mately 200 scholarships valued at \$125 upward are available to men and women who excel in scholarship, who are needy, and who give promise of leadership at the university.

Living Endowment Fund for Scholarships, initiated by the class of 1956 and continued by succeeding classes, provides fifteen to twenty scholarships annually with an average value of \$200. These scholarships are available to men and women who are scholastically in the upper quarter of their class and who need financial aid.

Vocational Rehabilitation Scholarships are available to students who have physical disabilities which constitute vocational handicaps. These students are eligible for scholarships from the North Carolina Vocational Rehabilitation Department. These scholarships are available for four years provided the student maintains a satisfactory record. For information, qualified students should write to the Department of Vocational Rehabilitation, Raleigh, North Carolina.

The John Hilary Workman Memorial Scholarships, were established in 1960 in memory of Dr. John Hilary Workman, Professor of Economics from 1946 until his death in 1960. The scholarships were established by his sister, Miss Sarah Workman, of Cherryville, North Carolina, from funds willed by Dr. Workman to the Endowment Fund of the university, to be used in assisting needy and capable students.

Kenneth B. Linney Memorial Scholarship was established in 1961 in memory of Kenneth B. Linney by contributions from friends and immediate family. The scholarship of \$150 is made available by annual auditions to high school seniors who wish to major in voice, who have excellence of scholarship, seriousness of purpose, financial need, and who show professional promise. The scholarship is renewable by application.

The Collegiate Civic Club Scholarship, established in 1961 by a student organization, provides \$100 annually to a student of need and outstanding academic ability. The recipient of the award is selected by the club from recommendations made by the Faculty Committee on Student Financial Aid.

Presser Foundation Scholarship, established in 1965, provides \$400 annually for a music major who shows the greatest promise as a prospective teacher, who exhibits music talent, and who has financial need.

The J. D. Rankin Memorial Scholarship was established in 1966 in memory of the late Dr. Rankin, who was Dean of Appalachian

for more than thirty years, and was Dean Emeritus at the time of his death. He also served as interim President. The scholarship is unrestricted.

Watauga Savings and Loan Scholarships, established in 1967, provides two \$250 scholarships each year for a young man and young woman graduate of Watauga High School. Each scholarship will be awarded on an annual basis, subject to renewal for each of three additional years if the recipient continues to meet the requirements established for scholarship holders. Applicants will be chosen with consideration being given to their high school record for both scholarship and leadership, evidence of Christian character, intellectual promise and demonstrated ambition.

The G. P. Eggers Scholarship was established in 1969 by the faculty of the Department of English to honor Dr. Eggers upon his retirement as Chairman of the Department. Dr. Eggers began his tenure at the University in 1927. The scholarship is restricted to seniors and graduate students in English who earned the undergraduate degree at Appalachian.

The Dr. J. B. Hagaman, Jr., Memorial Scholarship was established in 1969 by the Trustees of the University in honor of Dr. Hagaman with whom they had served for several years. It is for students majoring in science, and preferably preparing for careers in medicine.

Student Life

The university seeks to be aware of the problems and needs of students as they adjust to the university community and become a part of it. To create an environment conducive to happiness and good work and to provide opportunities for the maximum development of each student, the university supports a variety of activities and services to supplement the academic program.

STUDENT GOVERNMENT

The Student Government Association is the governing agency of the Student Body, acting within the framework of university policies and regulations. The association is the representative voice of the student body and is divided into three distinct branches: the Executive, the Legislative and the Judicial.

As the voice of the students, the organization serves as the foundation of self-government and acts as a clearing house for student opinion. It has the responsibility of communicating with students, faculty, administration, staff and community leaders. In effect, all undergraduate students of the university are members of the Student Government Association and may serve on Senate Committees to make their wishes known. More than any other co-curricular group, the student government must accept the responsibility which comes from the entire student body, a responsibility encompassing concern for student opinions, grievances, accomplishments and discipline.

STANDARD OF CONDUCT

The foundation of self-government at Appalachian State University rests on the honor of its students. As a condition of acceptance and attendance at Appalachian, students are required at all times to maintain a high standard of private and public conduct both on and off campus. To lie, cheat, steal or break one's word of honor under any circumstances is recognized as intolerable conduct. Violation of other commonly accepted rules of behavior, whether or not covered by specific regulations, will be subject to disciplinary action.

University officials reserve the right, with due process observed, to require any student whose conduct is considered unsatisfactory

to withdraw. Claims of ignorance of such high standards and commonly accepted rules or of specific regulations will not be accepted as an excuse for their violation.

STUDENT OFFICERS AND UNIVERSITY REPRESENTATION

Members of the student council, class and club officers, nominees for class or campus honors, athletic managers, members of the publications staffs, participants in public programs, cheerleaders, debaters, and any persons other than athletic teams representing the university off campus, must be selected from those students who have at the time of their election and who maintain through their terms of office a grade point average of 2.0 or higher and freedom from general probation.

SOCIAL AND CULTURAL ACTIVITIES

Recognizing the importance of first hand acquaintance with man's cultural heritage, the university sponsors a wide variety of social and cultural activities throughout the year.

As a complement to its instructional program, the university brings to the campus each year a variety of outstanding concerts, art exhibits, plays, lectures, recitals and films which involve students and faculty in both classical and contemporary expression of the fine arts. All of these activities are open to students, faculty and visitors in order to extend cultural opportunities to the university community.

The John Hiliary Workman Memorial Lectures, established in 1960, by Dr. John Hiliary Workman and his sister, Miss Sarah Workman of Cherryville, North Carolina, brings a nationally known speaker in the field of economics to the campus each year for lectures. In addition to special programs, a student-faculty committee presents outstanding programs of convocations, lectures, and concerts.

The Popular Programs Committee of the Student Government Association sponsors a series of pop concerts during the academic year, which brings to campus nationally known popular entertainment groups.

During the academic year, the Art Department presents a series of outstanding art exhibits of prints, paintings and sculpture by distinguished contemporary artists. The artists' works are exhibited for public enjoyment, and since the gallery is located in the Art Department, the works are available for student study. Students and

faculty are encouraged to exhibit their work throughout the year. The department sponsors special art programs such as the Senior and Faculty Art Exhibits.

Frequent recitals are given by the students and faculty of the Music Department and by the various musical organizations; on occasions the department features outstanding professional musicians as guest soloists in choral, band and symphony concerts.

The social calendar also includes formal and informal dances, parties, receptions, dinners, teas, fashion shows and interclass parties.

STUDENT PUBLICATIONS

The Appalachian, the university newspaper, is published weekly by the students. *The Rhododendron*, the university yearbook, is compiled during the academic year and is distributed to the students in the spring quarter. A student staff prepares and edits the Student Handbook, *Mountaineer Reflections*, which contains information on student life and organizations. Qualified students are elected by students to the editorial and business staffs of the publications, which offer opportunities for students to develop their literary and journalistic interests and abilities.

CLUBS AND PROFESSIONAL SOCIETIES

The university supports a diversified program of club activities and interest groups. There are over eighty different student organizations representing professional and honorary societies as well as social, service and interest clubs. Please consult the official student handbook for a complete listing of these organizations.

All student organizations on campus are chartered and supervised by the Student Government Association and the Student Life Committee.

RELIGIOUS LIFE

Many and various opportunities of a religious nature are available to students. There are eight churches in Boone within easy walking distance from campus—Advent Christian, Baptist, Church of Christ, Episcopal, Lutheran, Methodist, Presbyterian and Catholic.

Through campus organizations, local churches and church affiliated groups, such as the Baptist Student Union, Canterbury Club, Lutheran Student Association, Newman Club, Wesley Foundation, and Westminster Fellowship, students have opportunities for worship, fellowship, study groups, and campus and community service.

ATHLETICS AND INTRAMURAL SPORTS

Amateur athletics are encouraged as an outgrowth of the physical education program of the university. Athletic teams are not developed solely to win games, but to create and develop a great interest in true sportsmanship and keen competition.

Appalachian maintains athletic teams that compete in the following intercollegiate sports: baseball, basketball, football, golf, soccer, swimming, tennis, track, and wrestling. A faculty Council on Athletics regulates the intercollegiate athletic program. A member of an athletic team may not represent the university if he is on general probation.

The university maintains an extensive program of intramural sports. All students are encouraged to participate in the program to benefit from physical exercise and to develop good sportsmanship, self-reliance, and to gain experience in group participation and competition. Schedules of games are arranged from season to season in many sports, such as archery, badminton, basketball, horseshoes, soccer, softball, speedball, swimming, flag football, tennis, track and volleyball.

SPEECH ACTIVITIES

The Department of Speech provides opportunities for students to gain valuable experiences and recreation through participation in a variety of activities.

Dramatics. A program of dramatic activities offers the student opportunities to gain experience in all phases of theatre production. All regularly enrolled students are eligible to participate in a program that includes major productions, student directed plays and readers theatre. Childrens Theatre productions and musicals are produced. Students are invited to join the Playcrafters, a continuing social and service organization for those interested in theatre activities. Consistent participation may lead to membership in Alpha Psi Omega National Honorary Dramatic Fraternity.

Forensics. A full program of forensics provides opportunities for students to develop their abilities in public speaking and debate. The student has a chance to learn both from academic work and from travel. Scholarships are available for those interested and qualified. An Executive Committee composed of members of the speech faculty supervises the activity and a coordinator of forensics arranges debating schedules, prepares students for debate tournaments

and directs the intramural and inter-collegiate forensics. Membership in Pi Kappa Delta National Forensic Recognition Society is available to interested students.

Radio Workshop. Students interested in various aspects of radio broadcasting are eligible for membership in the group to be organized in 1970-71. The extent of the activities will be determined by the anticipated development of facilities.

For further information concerning any of the speech activities, inquire at the Department of Speech.

MUSICAL ACTIVITIES

The Department of Music provides many organizations and activities in which students may gain valuable instruction, experience, and recreation.

The Marching Band, an all-university organization, functions in close cooperation with the Athletic Association during the football and basketball seasons.

The Concert Band, an all-university organization open to any student with experience in playing band instruments, gives several campus concerts each year, including a "pop" concert.

The University Symphony Orchestra, open to all students who have ability and experience in playing any orchestral instrument, appears in several concerts during the year.

The University Singers accepts students who read music and sing well. Auditions are open to all students. Emphasis is placed on fine choral literature of all periods, with particular emphasis given to the works of outstanding composers. A major oratorio or opera is presented each year, and concerts are given locally and throughout the state.

The Wind Ensemble is open to all students by audition. Emphasis is placed on a high degree of musical performance. Concerts are given on campus during the year, and a tour is planned each spring.

The Women's Glee Club is open to all women students who desire to sing.

The Men's Glee Club is open to all male students who are interested in singing.

The Madrigal Singers is composed of eight selected voices, four women and four men.

The Stage Band is open to all students by audition. Emphasis is placed on developing a variety of popular music styles. This group performs for several university-sponsored concerts and occasional off-campus school dances.

UNIVERSITY HEALTH SERVICES

The responsibility for assuring healthful conditions for study, work, and personal life must be shared by all members of the academic community. Appalachian recognizes its responsibility to provide students access to means of assuring their optimum physical, emotional, intellectual, and social well being.

The Medical Center provides physicians, nurses and laboratory facilities aimed toward prevention of illness and the treatment of disease. The Medical Center is open twenty-four hours daily while the university is in session. Students may be admitted to the Medical Center Infirmary for brief treatment of minor illness. Persons requiring general hospital care are admitted to Watauga County Hospital.

The Psychological Services Center aims to stimulate a climate which nourishes essential human relationships and which reduces intrapersonal and interpersonal conflicts among all members of the community. Clinical psychologists, guidance counselors, a psychiatrist, and others provide personal counseling and psychotherapy for students.

The Testing Division of Psychological Services has responsibility for organizing and administering individual and group tests for the university community. Tests available range from individual psychological tests to large group tests such as the Graduate Record Examination.

A hospital and accident insurance coverage is available on a voluntary basis to all students at a low cost. For married or widowed students a family plan is also offered. This insurance will pay a substantial part of charges for hospitalization, surgical procedures, treatment for accidental injuries, diagnostic tests and medical emergencies. The insurance policy is effective for twelve months between September first and August thirty-first and provides coverage both on campus and off. Each student is urged to purchase this protection. In addition, the University Health Services will pay the first twenty-five dollars toward the hospital bill of any student admitted to Watauga County Hospital in Boone.

36 STUDENT LIFE

All contracts with the University Health Services are considered confidential. Records are maintained separately for use of health personnel only and are not available to the administration, faculty, or anyone else. In case of serious illness or injury in minors, the parents or guardians will be notified. The Health Services do not issue "excuses" for class absences.

Students who withdraw from the university for reasons of health must receive medical clearance through the University Health Services before being readmitted. Before clearance is granted the student must present evidence that the condition which necessitated withdrawal has improved and that there is reasonable expectation of his ability to participate in university life. The Health Services will offer assistance aimed toward helping students with a health impairment successfully attend the university.



STUDENT HOUSING

The university has fourteen residence halls housing approximately thirty-seven hundred single undergraduate students, with a limited number of spaces reserved for graduate students.

Residence Halls

The residence halls are staffed and supervised by professional personnel. These staff members are responsible for the interpretation and implementation of university policies and regulations established to insure the best interest and welfare of the total group.

Each room is equipped with the basic furniture, but the student is expected to supply linens, blankets, rugs, pillow, curtains, and other personal furnishings according to individual tastes. Each student is expected to observe residence hall regulations and take care of the furnishings of the room. Students may not have in the room any cooking appliances, refrigerators, or any other electrical appliances except lamps, radio, record player, sewing machine, hair drier, razor; nor may they place any attachments to the walls, plumbing, or electric wiring. The university reserves the right to inspect the residence halls regularly. Occupants of each room are responsible for any damage to furnishings or room. Damage in public areas will be assessed to all occupants of a residence hall or part thereof involved, until such time as those causing the damage can be determined.

The residence halls are closed during vacation periods indicated in the university calendar, and no occupancy of rooms will be permitted during this time. If a student finds it necessary to remain in Boone during a vacation period, the Deans of Men and Women will assist in securing a room.

Housing Policies

All single freshmen under 21 years of age are required to live on campus unless they live in Boone or the near vicinity with a close relative. To live off campus all students under 21 years of age must have their parent's permission in writing on file with the Dean of Men or Dean of Women.

A student must be registered for at least 12 quarter hours to be eligible for a room on campus.

All students reserving rooms are subject to an academic year housing contract (three quarters). Regulations concerning this contract are as follows:

A student who reserves a room for the fall or winter quarters is obligated to pay room rent for the subsequent quarter (s) of that academic year as long as he is enrolled, unless another student from a waiting list occupies the space.

If a residence hall student plans not to enroll for a subsequent quarter he must notify the housing office by one week prior to examination week at the end of the current quarter. If he does not give such notification, he will be billed for a quarter's room rent even though he is not enrolled, and his accounts with the university will not be clear until the bill is paid.

Unless a student notifies the housing office that he will be late, the residence hall space must be occupied by the night of the first day's classes in each quarter. Otherwise, the reservation for that space will be cancelled, and he will be billed for a quarter's rent. Exceptions:

(1) A residence hall student in the fall quarter who student teaches in the winter or spring quarters is not obligated to pay room rent for that quarter, but he is obligated to notify the housing office of his intention not to occupy the room in a coming quarter by one week prior to examination week at the end of the current quarter. Otherwise, he will be billed for the rent.

(2) A residence hall student who gets married during the year will not be obligated to pay for a space in the quarter subsequent to the marriage, if the student wishes to move off-campus. However, he is obligated to give notice to the housing office of his intention not to occupy his room prior to examination week at the end of the current quarter. Otherwise, he will be billed for the rent.

(3) A student who is suspended by action of university authorities will not be obligated to pay room rent for a subsequent quarter in which he is not enrolled.

(4) Other exceptions may be made upon recommendation of the Deans of Men or Women in case of extreme emergency.

The university reserves the right to require an occupant to vacate his space in the residence hall if this is deemed to be in the best interests of the university.

Room Reservations

Room reservation forms should be requested from the Office of Student Housing, and the completed form should be mailed directly



to the university cashier with a check or money order for reservation deposit payable to Appalachian State University. The reservation deposit is deducted from the room rent charge for the first quarter in residence.

Residence Hall Refunds

Reservation fees from new students for fall quarter are refundable upon notification on or prior to May 10, and from returning students on or prior to June 15. Request for refunds should be made to the Director of Housing.

If a student withdraws from the university before the close of the registration period, one half of the room rent and tuition and a proportionate part of the amount paid for meals will be refunded. If a student withdraws after the close of the registration period, room rent will not be refunded, but a proportionate part of the amount paid for meals will be refunded.

Off-Campus Housing

Because of limited residence hall space, some students may find it necessary to secure privately owned housing in the university area. A listing of available privately owned housing may be obtained from the Office of Student Housing. Men and women who plan to live in privately owned housing and who are not living at home or with close relatives must receive permission from the Dean of Men or the Dean of Women to do so. All students enrolled in the university, whether living on campus or off campus, are subject to the rules of good citizenship and exemplary conduct as administered and supervised by the university administration and Student Government Association.

MOTOR VEHICLES

All students, faculty, staff, and employees of Appalachian State University who operate or park a motor vehicle on the university campus or its environs must register his or her motor vehicle with the university before he is allowed to park on the campus. This includes students attending as commuters.

All members of the freshman and sophomore classes not residing with immediate relatives, all students on academic or disciplinary probation, and all students who have an academic average below "C", are prohibited from registering, maintaining, or operating any type of motor vehicle on the campus or its environs.

Application for parking privileges may be made at Registration on Registration Day. **THIS IS DONE AS A PART OF ACADEMIC REGISTRATION.** The parking decal should be affixed to the motor vehicle by the first day of classes at which time any out-of-date parking decals must be removed.

Any student requiring the use of a motor vehicle after Registration Day for any period, however short, must immediately register his or her motor vehicle before he is allowed to drive or park on the campus. All vehicles not registered on Registration Day must be registered at the University Traffic & Security Office.

A student may not register a vehicle that was or is owned or used primarily by another student, unless ownership of the vehicle has been transferred and proof to that effect can be shown.

POST OFFICE

Appalachian has a new and modern Post Office located on the first floor of the Plemmons Student Center. All students living in a residence hall on campus are pre-assigned a post office box. No additional charge is required for this service. Boxes are not available for off-campus students.

When a student moves off campus or leaves Appalachian, it is very important that he check by the Post Office window and leave his correct forwarding address.

PLACEMENT SERVICES

As one of its student services, Appalachian maintains a central Office of Placement with a Director and staff whose function is to assist students and alumni in securing suitable positions. The total placement function of the University is the responsibility of this office. All commercial, industrial, governmental, and educational placement is handled by this one office. All qualified students and alumni who have completed or expect to complete any one of the degree programs register for permanent placement services.

Although the Office of Placement cannot guarantee professional appointments, every effort is made to study the professional qualifications and interests of the student and to assist him in obtaining satisfactory placement. Relationships have been established with outstanding school systems, colleges, industries, and local, state and federal governmental agencies throughout the country. The Office maintains accurate and up-to-date information regarding vacancies,

42 STUDENT LIFE

certification and license requirements, and qualifying examinations, and arrangements for interviews with prospective employers.

The Office of Placement maintains membership in the Southern College Placement Association, the College Placement Council, and the State and National Association for School, College and University Staffing. Students and alumni of member institutions are entitled to reciprocal placement services and nationwide computerized service.

NEWS BUREAU

The university's news bureau gathers, compiles and distributes all newsworthy facets of campus life to appropriate news media organizations. Some 400 newspapers, radio stations and television stations, most of which are located in Virginia, Tennessee, North Carolina and South Carolina, are kept continually aware of the Appalachian activities which are of interest to the general public.

The news bureau is responsible for preparing releases to keep the public informed about all phases of the university, including coverage of the institution's athletic teams. The department also handles the publication and distribution of various brochures. Complete photographic service, including a full-time photographer and darkroom facilities, functions as a major asset to the overall news bureau operation.

ALUMNI ASSOCIATION

All graduates, former students who have attended for one year or earned twelve (12) hours of credit, and personnel officially associated with the university are members of the Alumni Association. The purpose of the Association is to promote and encourage fellowship and friendship among its members; to foster good will on the part of its members and others toward the university; and in general to aid and assist the university through carrying out such projects and undertakings as the Association shall from time to time adopt.

There are no membership dues in the Association; however, many alumni express their active interest in the university by contributing voluntarily to the "Heartline Fund," which stimulates the growth of every school activity. Donations to the Fund are solicited annually by means of a direct mail campaign to all alumni of the university.

Active alumni chapters are organized in the following North Carolina counties: Alamance, Alleghany, Ashe, Cabarrus, Caldwell, Catawba, Cleveland, Davie, Forsyth, Gaston, Guilford, Iredell, Lincoln, Mecklenburg, Moore, Randolph, Rowan, Rutherford, Surry, Union, Wake, Watauga, and Wilkes. In addition there are active alumni chapters in the southeastern and western districts of North Carolina; in Florida; in Danville, Virginia; and in Washington, D. C.

OFFICERS OF THE ASSOCIATION ARE:

JIM WHITTINGTON, Salisbury, N. C.	<i>President</i>
MARK DAVIS, Hickory, N. C.	<i>President Elect</i>
HAROLD LAWING, Lenoir, N. C.	<i>Vice President</i>
CAROLYN HARMON, Charlotte, N. C.	<i>Secretary</i>
T. ROY PHILLIPS, Carthage, N. C.	<i>Past President</i>
ROBERT E. SNEAD, Boone, N. C.	<i>Director of Alumni Affairs</i>



The Instructional Program

Appalachian State University issues a catalog annually and thus intends to give a description of the work of the university and a digest of its regulations for students and other interested persons. The course descriptions and regulations stated are fairly continuous from year to year, but neither is valid beyond the succeeding year when a new catalog will have been issued which supercedes all previous ones.

A student may ordinarily expect to be allowed to secure a diploma or a degree in accordance with the requirements of the curriculum laid down in the catalog in force when he first entered the university provided he graduates within a period of six years from the date of entry. He may elect to earn the degree in accordance with the requirements specified in any subsequent catalog in use while he is a student. The faculty, however, reserves the right to make changes in curricula and in regulations at any time when in its judgement such changes are for the best interests of the students and of the university. If a student elects to meet the requirements of a catalog other than the one in force at the time of his original entrance, he must meet all requirements of the catalog he elects. A student who changes his degree program or his major will be expected to meet all of the requirements of the new program of the catalog in force at the time of the change, except for students who do not declare a major upon entrance and who may meet the requirements of the catalog in force at the time of their entrance to Appalachian State University.

The Board of Trustees is the governing body of Appalachian State University. The powers of the President and the Faculty are delegated by the Board in accord with its policies.

Appalachian reserves the right, in the interest of all its students, to decline admission, to suspend, or to require the withdrawal of a student when for any reason it is deemed to be in the interest of the university.

Registration at the university involves not only the student's acceptance of the published academic regulations, but also all other rules found in any official announcement.

DEGREE REQUIREMENTS

Students should refer to the requirements of their respective colleges for information about their courses of study and confer with their advisers whenever problems arise.

Students should pursue required courses in the suggested sequence. Failure to do so may lead to scheduling difficulties and the student may find that the subject for which he wishes to enroll is either not available or closed to students with advanced standing.

COURSES OF INSTRUCTION

Students should refer to the various departments of the respective colleges for lists and descriptions of courses of instruction.

STANDARDS OF SCHOLARSHIP

In all work done for a degree, scholarly performance is expected. The student is expected to demonstrate academic competence, intellectual honesty and responsibility, a willingness to do more than the minimum required, and the ability to think critically and constructively.

CREDITS

Appalachian State University operates on the quarter system with the year divided into four quarters. The unit of credit is the "quarter hour." Students receive course credit on the basis of quarter hours. A quarter hour of credit is earned by one hour of class attendance per week for one quarter or the equivalent. Equivalence usually involves laboratory sessions. One is required to attend laboratory sessions for two or three hours per week for a quarter to earn a credit of one quarter hour.

REGISTRATION

Students are expected to register at the time specified by the Registrar's Office. Registration schedules are announced, and registration materials are available in the Office of the Registrar. A fee is charged for late registration.

GRADES AND GRADE POINTS

At the end of each quarter grades are given in each course by letters which indicate the quality of work done by the student.

46 THE INSTRUCTIONAL PROGRAM

A—Excellent—4 grade points per quarter hour.

B—Above Average—3 grade points per quarter hour.

C—Average—2 grade points per quarter hour.

D—Below Average but Passing—1 grade point per quarter hour.

F—Failure—0 grade points (May not be made up except by repeating the course)

I—Incomplete—Because of sickness or some other unavoidable cause. An *I* becomes an *F* if not removed within the time designated by the instructor and not to exceed one year.

W—Withdrawal—Withdrawal from a course or from the university.

WF—Withdraw Failing—Course dropped with failing grades more than two weeks after registration closes. Hours are counted.

Y—Auditing.

S-U—The grades for student teaching and screening proficiencies are reported as “satisfactory” or “unsatisfactory.”

All official “Drops” and “Withdrawals” are recorded on change cards, which when completed and approved, must be filed in the Registrar’s Office.

Grade point averages are determined by dividing the total number of grade points by the number of hours *attempted*. The averages are expressed in ratio. A ratio of 2.0 indicates that the student has an average of *C*; above 2.0 indicates that he has an average above *C*; below 2.0 indicates that he has an average below *C*. Only work taken at Appalachian State University is included in computing grade point averages. The minimum grade point average for graduation is 2.0 or an average grade of *C* on all work attempted and a grade point average of 2.0 on all work attempted in the major or the area of specialization except credits earned in student teaching, for which a grade of “satisfactory” or “unsatisfactory” is reported and recorded.

ACADEMIC LOAD

A student normally takes from fifteen to nineteen hours a quarter. A student who has established an average grade of *B* or better on at least fifteen hours in the preceding quarter with no grade less than *C* may, by permission of the registrar, take a maximum of

twenty-two hours a quarter. A student who has established an average grade of C^+ (2.50 or more) on at least fifteen hours in the preceding quarter with no grade less than C and a 2.0 overall grade point average may, by permission of the registrar, take a maximum of twenty-one hours a quarter. A freshman may not carry more than nineteen hours during the first quarter of residence. Registration for less than twelve hours places the student on part-time status.

RESIDENCE

A student must complete at least forty-five quarter hours at Appalachian, including twelve hours in his major, and make at least a "**C**" average over-all and in the major or area of specialization on work taken at Appalachian. The senior year (three quarters) must be spent in residence at the university.

Requirements for a bachelor's degree must be completed within sixteen quarters of residence or the equivalent.

CREDIT LIMITATIONS

1. A maximum of thirty quarter hours of extension and/or correspondence work from recognized institutions may be credited toward meeting the requirements for graduation. Correspondence courses are not offered by the university. Before registering for a course by correspondence from another institution, a student must have the written permission of the registrar and the chairman of the department in which the course is listed. The combined load of residence courses and correspondence courses may not exceed the maximum load allowed.

2. Except for physical education majors, not more than nine hours in physical education activity courses may be included within the required one hundred and ninety-five hours.

3. A candidate for a Bachelor of Arts degree may count not more than a total of sixty hours above General Education in any one department.

4. Credits that have been earned more than ten years prior to the date of graduation must be validated if and when they are submitted to fulfill degree requirements.

5. No student may be a candidate for more than one bachelor's degree at a time. However, a graduate who holds one bachelor's degree may earn a second bachelor's degree by taking additional

48 THE INSTRUCTIONAL PROGRAM

work of at least forty-five quarter hours and by completing all requirements for the degree.

6. Students desiring to attend summer school at other institutions must obtain permission from the registrar.

7. A maximum of ninety-six quarter hours may be transferred from a junior college.

8. A student who has registered at Appalachian may take work at a junior college to be transferred to Appalachian only with the prior approval of the registrar and the chairman of the department in which the course is to be credited.

CLASS ATTENDANCE

A student is expected to attend every meeting of his classes. The student who must be absent should explain why he must be absent or why he has been absent. The instructor may or may not excuse the absence according to his own judgement. However, students who are absent for reason of officially representing the university in some activity will be excused. Medical excuses will not be written by the University Health Services Medical Center.

COURSE REPEATED FOR CREDIT

When a course is repeated, all grades are counted in determining the student's grade point average. Only the last hours earned will be counted in hours earned for the degree. A course on which a student has received a grade of *C* or higher cannot be repeated for credit.

CHANGE OF COURSE

With the approval of his faculty adviser and of the registrar a student may drop or add courses or change sections until the close of registration. To add a course, a student must secure permission and the drop-add form from his adviser. The drop-add form is taken to the Registrar's Office where a new course card and class admission card are obtained. The class admission card must be taken to the instructor of the class added before the student will be admitted to class.

To drop a course, the student must get the approval of his adviser. (A drop-add form is obtained from the student's adviser.) The student must secure the class admission card from the instructor

involved and take it and the drop-add form to the Office of the Registrar.

Any student who has official permission may drop a course within two weeks after the close of registration and receive a grade of *W*. No grade points or hours are counted for a grade of *W*.

Any course officially dropped more than two weeks after registration closes for the quarter is assigned a grade of *W* or *WF* depending on whether the student was passing or failing. The student must bring the drop form, class admission card, and a note from the instructor indicating passing or failing to the Registrar to drop a course after the official drop period ends. If the grade is *W*, the hours are not counted; if the grade is *WF* the hours are counted. Courses dropped at any time without permission are recorded as *F*, and the hours are counted.

Within thirty days prior to the beginning of the examination period, a student may not drop a course passing.

A student pays a fee of one dollar (\$1.00) for each change not initiated by the university.

WITHDRAWAL FROM THE UNIVERSITY

A student who wishes to withdraw from the university for any reason must make arrangements with the Dean of Student Affairs prior to withdrawal. Permission from the parents or guardians of a minor student to withdraw is required.

Students who withdraw officially from the university receive grades of *W*, and hours are not counted. Students who withdraw unofficially from the university receive grades of *F*, and hours are counted.

Within thirty days prior to the beginning of the examination period, a student may not withdraw in good standing except for reason of illness or extreme emergency.

COURSE EXAMINATIONS

It is the policy of the university to require final examinations in all courses. Final examinations are held during the final week of the quarter. After the schedule for examinations has been made, an instructor may not change the date or time of an examination without permission of department chairman and dean. A student may take an examination outside of the scheduled time only by permission

50

THE INSTRUCTIONAL PROGRAM

of the instructor of the course. Permission is granted only in the case of emergency.

SPECIAL EXAMINATION

A student who is absent from a final examination because of an emergency takes the make-up examination at the convenience of the instructor.

REPORTS

Final quarter grades are reported to the Computer Center not later than forty-eight hours after the examination in the course is given, but not later than noon of the day following the last day of the examination period. Each instructor posts the grades of his students. At the end of each quarter a report of the student's grades is sent to his parents or guardian.

CLASSIFICATION

At the end of each quarter students are classified on the basis of quarter hours and grade points earned. All students who are admitted as regular first-year students or who have completed less than forty-five quarter hours are classified as freshmen.

Students who have completed at least forty-five quarter hours are classified as sophomores.

Students who have completed at least ninety quarter hours are classified as juniors.

Students who need not more than fifty-one quarter hours to be graduated are classified as seniors.

ACADEMIC SUSPENSION

To return for university work a student must have the following grade point average on all work attempted at Appalachian and the following hours passed at the beginning of the quarters indicated:

In order to enroll for the second quarter, a freshman must make a minimum grade point average of .60 on work taken during the first quarter; and to enroll for the third quarter a freshman must

make a minimum grade point average of .90 on work taken during the first and second quarters.

	<i>G.P.A.</i>	<i>Hours</i>
Quarter 4, 5, 6	1.25	30
Quarter 7, 8, 9	1.65	66
Quarter 10, 11, 12	2.00	107
Quarter 13, 14, 15	2.00	150

Eligibility for continued enrollment or for readmission may be restored only by completion of sufficient work in the summer session at Appalachian.

The summer session will not count as a quarter in residence for the purpose of computing eligibility for continued enrollment or readmission.

Grade point average may not be raised by correspondence or credit from another school.

Students who entered Appalachian prior to June 1, 1967, may choose to abide by academic retention regulations in effect at the time they entered.

Requests for readmission following suspension should be sent to the Dean of Student Affairs. Approval of requests is not automatic and will depend not only on academic records but also on evidence of growth and maturity.

HONORS

To encourage scholarship the university officially recognizes students who distinguish themselves in scholarship. Honors Day is observed in a convocation of students and faculty during the spring quarter with an address by a distinguished speaker. The printed program contains the names of all students qualifying for scholastic honors, and each honor student is awarded a certificate.

Alpha Chi, a national scholastic fraternity, is open to not more than the top ten per cent of the junior and senior classes who have a grade point average of not less than 3.25.

DEAN'S LIST

At the end of each quarter a student who has taken at least fifteen hours and has achieved a grade point average of at least 3.00 on all work attempted with no grade below *C* and with no "Incomplete" or "Condition" is placed on the Dean's List.

HONOR TEACHING

A student who shows exceptional initiative, scholarship, and excellence in student teaching may be designated and recognized as an Honor Teacher. The honor will be entered on his official record.

GRADUATION WITH HONORS

To be eligible for graduation with honors a student must complete a minimum of six quarters in residence at Appalachian. A grade-point average of 3.25 is required for graduating *cum laude*; a grade-point average of 3.65 is required for graduating *magna cum laude*; and a grade-point average of 3.85 is required for graduating *summa cum laude*.

GRADUATION

Degrees are conferred at the close of the spring and summer quarters. Candidates for degrees and/or teaching certificates must file application for degrees and North Carolina certificates on blanks provided by the registrar on registration day of the quarter in which graduation requirements will be completed. At the time of filing the application all requirements except current work should be completed.

All candidates for degrees at any commencement are expected to be present to receive their degrees in person unless excused by the Dean of Student Affairs.

TRANSCRIPTS

Transcripts should be requested from the Office of the Registrar. At each registration period a student pays fifty cents (included in Student Welfare and Activities fee) to cover the cost of transcripts for life. Each student will receive a transcript upon request free of charge. No more than three transcripts will be issued at any one time. Transcripts will not be issued if the student has an unsettled account with the university.

EXTENSION

As a service to the people of Piedmont and Western North Carolina, Appalachian conducts off-campus classes. As far as possible, these classes are planned around extension centers so that adequate equipment, supplies, and materials for collateral reading may be provided. These classes usually meet for a period of three

hours per week for a quarter. They are taught by members of the regular faculty or by persons appointed especially for this service.

The cost of extension classes including tuition and fees is \$30.00 for each three-quarter hour course. A student registering at Appalachian for the first time must pay an additional fee of \$10.00.

For graduate students who register for extension work, up to nine quarter hours of graduate credit may be counted toward the Master's degree. Extension work applied toward the Master's degree will not reduce the minimum residence requirements of thirty-six weeks, but it can be used to replace the six weeks of additional residence required of students who do not write a thesis.

Not more than thirty quarter hours of extension and/or correspondence credit from recognized institutions may be applied toward meeting the requirements for the baccalaureate degrees.

Information on the extension program may be obtained by writing to Director of Extension, Appalachian State University, Boone, North Carolina, 28607.

SUMMER SESSIONS

Since the beginning, summer sessions have been an integral part of Appalachian's programs. During the summer of 1969, there were over 5,000 registrations in the summer sessions. Courses are offered on a full quarter basis, in two consecutive five-week terms, in a special mid-summer term for school administrators, and in four two-week terms.

The primary purpose of the summer session is to provide opportunities for students to accelerate their progress toward degrees by attending college year-round. The schedule of classes is designed for recent high school graduates who desire an early start with their college programs, for undergraduate students from Appalachian and other colleges and universities who desire to accelerate their programs, and for teachers and school administrators who desire to advance professionally.

The schedule of courses to be offered during the summer quarter is published as a part of the summer sessions bulletin in March of each year. Copies of the bulletin, or information about the summer sessions, may be had by communicating with the Registrar, Appalachian State University, Boone, North Carolina, 28607.

LIBRARY

The library is the center of academic life at Appalachian State University. The Carol Grottes Belk Library building is designed to accommodate approximately 400,000 volumes and contains 86,000 square feet of floor space. The building is modern in design and equipment, offering space for maximum use to faculty and students.

In addition to the book collection, the library has an extensive collection of non-book materials. These include microfilms, periodicals and newspapers, slides and filmstrips, maps, recordings, and sheet music. The library is well equipped for graduate study in a number of fields. It has a well-rounded collection in Art, Biology, Business, Chemistry, Economics, Education, English and American Literature, French, Geography, Geology, Health and Physical Education, History, Home Economics, Industrial Arts, Library Science, Mathematics, Music, Philosophy, Physics, Political Science, Psychology, Religion, Sociology, Spanish, and Speech. The library maintains four special collections: the Juvenile Collection, the Curriculum Laboratory, the Library Science Professional Collection, and the Music Library. Each of these libraries is supervised by a professional librarian. The library is administered by a staff of thirteen professionally trained librarians. A reference librarian is available at all times to aid students in locating materials that are needed.

The past few years at Appalachian's library can best be classified as a period of gratifying growth and use. With increased financial support from the state and grants from other sources, the holdings of the library have increased considerably. The increasing demands placed on the library by students and faculty have resulted in its maximum use.

AUDIOVISUAL CENTER

The Audiovisual Center provides: films and other instructional materials and equipment which are checked out by departments; a central clearing office for requesting and renting materials available from off-campus sources; facilities permitting faculty members to preview, audition and evaluate new materials; local production laboratories for producing classroom teaching materials not commercially available; and the repair and maintenance of all equipment on campus.

Audiovisual materials and supplies are stored in and issued by

the central audiovisual office, which is located on the first floor of Edwin Duncan Hall. Audiovisual equipment is assigned as needed to the departments, and the chairman is responsible for its care and safety. Faculty members are encouraged to acquaint themselves with available media. The staff of the Audiovisual Center is available to give instruction in the use and care of audiovisual equipment and to assist in renting off-campus films to be used in classes. Equipment or materials in need of repairs should be reported promptly to the Audiovisual Center.

The materials center includes 8 and 16 mm films, filmstrips, slides, phonograph records, and pre-recorded tapes for use on campus. A central catalog and file of all materials available are maintained.

Production services available include mounting of pictures (wet and dry), photocopying, tape recording and duplication, and the production of transparencies for overhead projectors.

COMPUTER CENTER

The Computer Center serves as a laboratory for instruction in Computer Science and Data Processing. In addition, it serves as a supportive agency for the administration and for the Office of the Registrar.

READING CENTER

The University maintains a reading center for university students and others who desire and need assistance in becoming more proficient readers. Education 100, Developmental Reading, is offered through the facilities to help students realize a high level of reading which is needed for maximum participation in contemporary society and to help them experience greater academic success. Diagnostic and remedial services are available through the center for university students, high school, and elementary age pupils. The center also serves as a laboratory for teacher preparation.

The General College

O. K. WEBB, JR., *Dean*

The General College supervises and administers academic advising, student academic programs, and the general education curriculum for students at the freshman and sophomore levels. It has the responsibility for the administration of the program for testing proficiency in reading, speech, and written English. It also has responsibility for the administration of certain pre-professional programs.

All freshman students entering the university are enrolled in the General College. Transfer students who do not meet the admission requirements of a degree granting college, enroll in the General College until such requirements are met. Students in the General College may take courses in the degree granting colleges with permission of the Dean of the College in question. Students in the degree granting colleges may take work at the General College level if they have the permission of their Dean.

The General College is responsible for administering its students' academic affairs. Policy decisions in such matters, however, are made in cooperation with the Dean of the College offering the courses in question.

The college's program of academic advising provides services for students during their first two years of college life. During the freshman year, especially, the adviser will be available to help the student adjust to the university environment and assess his scholastic problems wisely. Advisers are drawn from the academic faculties. They help students plan programs which permit achievement approaching a maximum of potential.

The General College provides an integrated curriculum which covers broad areas of knowledge, encompassing all the important fields needed by educated persons. These fields include experiences and understanding which are valuable to the individual and which will help him make his contribution to society. The program has been carefully designed to synthesize ideas so that emphasis is placed upon essential concepts rather than upon mere fact gathering.

In addition to the general education courses, students in the General College also take preparatory courses for specialized training in their major and minor fields. It is important that the student be familiar with the degree requirements for the particular college from which he plans to graduate and to plan his program carefully. The specific requirements and course patterns for the different degrees are given in the sections of this catalog referring to the colleges which grant the degrees. The student is advised to consult these sections as he plans his program for the four years.

GENERAL EDUCATION REQUIREMENTS

72 q.h.

Courses in the communication arts, humanities, mathematics, social science, natural science, and behavioral science are designed to give a student competence in the communication arts and logical thinking, a broad acquaintance with the various components of human knowledge, an understanding of our cultural and social heritage, and an opportunity to develop value judgments, constructive attitudes, and the ability to function purposefully in a democratic society. A student should make every effort to complete this program early in his college career.

For all baccalaureate degrees, a student shall complete the following requirements in General Education:

- | | |
|--|---------|
| a. Communication Arts | 12 q.h. |
| This requirement is met by completing | |
| English 101-102-103. Grammar and Composition .. | 9 q.h. |
| Speech 101. Fundamentals of Speech | 3 q.h. |
| b. Humanities | 15 q.h. |
| This requirement is met by completing two courses from | |
| English 201, 202, 203. | |
| English Literature or equivalent | 6 q.h. |
| Three hours from each of the following areas | 9 q.h. |
| Area I—Fine Arts | |
| Art 217. Introduction to Art or | |
| Music 217. Introduction to Music or | |
| Speech 217. Introduction to Theatre | |
| Area II—Philosophy and Religion | |
| Any course in philosophy or religion | |
| Area III | |
| Psychology 201. General Psychology | |

- c. Social Science 15-17 q.h.
 This requirement is met by completing
 History 101, 102, 103. World Civilizations 9 q.h.
 Three hours from any two of the following four areas 6-8 q.h.
 Area I—Anthropology 210. General Anthropology or
 Anthropology 315. Cultural Anthropology
 Sociology 201. General Sociology or
 Sociology 203. Major Social Issues
 Area II—Economics 200. General Economics
 Area III—Geography 101. Physical Geography or
 Geography 102. World Regions
 Area IV—Political Science 201. American National Govern-
 ment
- d. Natural Science 9-13 q.h.
 This requirement is met by completing
 Physical Science 101-102-103. Man and His Environment,
 or at least nine hours in chemistry, physics, geology or
 Biology 101-102-103. Introduction to Life Science.
- e. Mathematics 5 q.h.
 This requirement is met by completing Mathematics 101 or
 107.
- f. Physical Education 3 q.h.
- g. Electives 7-13 q.h.
 This requirement is met by completing additional work in
 communication arts, humanities, social science, natural science,
 mathematics, or health and physical education outside the stu-
 dent's major or minor.

Further requirements for the degrees are listed under the pro-
 grams of the degree granting colleges.

PROFICIENCY REQUIREMENTS AND SCREENING

All students must pass proficiency tests in reading, speech, and
 written English. Tests are given in speech and reading during the
 freshman and/or sophomore years and in written English during
 the sophomore year. Transfer students also must pass these tests.

Transfer students who have completed two full years of college
 will be required to pass the tests in reading and written English
 within the first two quarters after they are admitted. They must
 pass the test in speech within the first three quarters after they

are admitted. If they do not pass the tests within the allotted time, they will be required to withdraw from the university.

The proficiency requirements and screening are administered by the Dean of the General College.

PRE-PROFESSIONAL PROGRAMS

Legal

It is possible for a student to obtain, at Appalachian, preparation for admission to professional schools in other institutions. In most instances a student may take two or more years at Appalachian prior to transfer to the professional school. In every instance, the student should consult the catalog and with the admissions officer of the professional school as he plans his program. An adviser is available for each of the pre-professional programs listed below.

Law schools require a baccalaureate degree for admission. The degree may be either the Bachelor of Arts or the Bachelor of Science degree. No prescribed pre-law program is required by most law schools. Usually the need for a broad general education is emphasized.

The student should choose his major in terms of his special interest in the field of law. It is recommended that his program include courses selected from economics and business, English, geography, history, mathematics, philosophy and religion, political science, science, sociology, and speech. Participation in the forensics program should be helpful to the pre-law student.

The catalog of the law school which the student plans to attend should be consulted for specific requirements. An adviser for pre-law students is available.

Medical

All medical schools require at least three years of satisfactory undergraduate work at an accredited college or university. Most state that, all other things being equal, preference will be given to those completing a bachelor's degree with an academic major. Although they may not require the degree to be in a science, a majority of those accepted have majors in either biology or chemistry. Thus, it is recommended that the pre-medical student take the B.A. curriculum with either biology or chemistry as a major.

The student should take the following courses if they are not required in the program he chooses: Chemistry 101-102-103 or

104-105-106, 201-202-203, and 401; Biology 201-202-203 and 204-205-206; and Physics 101-102-103.

Students should check with the medical schools of their choice for other special requirements.

Dental

At least three years of college work is required by most dental schools for admission. A bachelor's degree is recommended. In addition to the courses specifically required in the general education program, the pre-dental student should take Mathematics 108; Chemistry 101-102-103, 106, 201-202-203, and 402; Biology 101-102-103, 201-202-203, 301, 307, 308, and 309; Physics 101-102-103; Psychology 201; and Economics 200. The student should consult the dental school of his choice for any special requirements.

NURSING

In cooperation with the University of North Carolina at Greensboro, Appalachian offers the first two years of a program leading to the bachelor of science in nursing degree. The following courses should be taken by students in this program: English 101-102-103, 201, 202, 203; History 101, 102, 103; Modern Foreign Language 101-102-103, 104-105-106; Sociology 201; Anthropology 210; Sociology 203 or Anthropology 315; Biology 201, 202, 203, 301, 307; Chemistry 101, 102, 103; Mathematics 107; Psychology 201, 202; and six hours of physical education activity courses.

Pharmacy

The requirement for admission to most schools of pharmacy is two years of pre-pharmacy training. The student should obtain a copy of the catalog of the school of pharmacy which he plans to attend and with his academic adviser adjust his course of study to meet his individual needs.

It is suggested that the pre-pharmacy student take Chemistry 101-102-103, 106, and 201-202-203; Mathematics 107 and 108; Biology 101-102-103 and 204-205-206; English 101-102-103; Physics 101-102-103; and Economics 201-202-203.

Engineering

A student may take at Appalachian most of the work included in the first two years at engineering schools. It is important that the student who plans to pursue a program of studies leading to a

degree in engineering be well prepared in mathematics and science. For this reason a beginning freshman who plans to follow this course of study must have a score of at least 600 on the SAT mathematics test and must pass a placement test in mathematics.

The course of study for the freshman and sophomore years should include English 101-102-103; Physics 101-102-103 and 301; Industrial Arts 101-102-103; Chemistry 104-105 and 106; Mathematics 211-212-213 and 311-312-313; History 101-102-103; and Economics 201-202-203. The student should consult the catalog of the engineering school to which he plans to transfer and follow as closely as possible the course of study given there for his particular field of interest.

Forestry

In cooperation with North Carolina State University, Appalachian offers the first two years of a program leading to a bachelor's degree with a major in forestry.

It is suggested that the pre-forestry student take Chemistry 101-102-103; Biology 101-102-103; English 101-102-103; Mathematics 107, 108, 211, 212, and 213; Economics 201-202-203; Physics 101-102-103; and electives in social science and the humanities.

Students planning to transfer into the Pulp and Paper Technology Curriculum should take Chemistry 104, 105, 106; Physics 211, 212, 213; and should include Chemistry 201-202-203, Organic Chemistry, 12 credits, in place of the sophomore electives.

Students planning to enroll in Wood Technology should take Chemistry 201-202-203.

Students planning to enroll in Recreation and Park Administration are not required to take physics or calculus.

Students in the Pre-Forestry Curriculum must start their program at North Carolina State University with the Summer Camp which is prerequisite to Junior standing.

The College of Arts and Sciences

WILLIAM C. STRICKLAND, *Dean*

In cooperation with other colleges of the University, the College of Arts and Sciences strives:

To provide a liberal education for all Appalachian students.

To offer instruction appropriate for specialization in the natural sciences, social sciences, humanities, and mathematics.

To prepare students for certain professions.

To prepare students for entrance into certain professional schools.

To prepare students for graduate study and research.

DEPARTMENTS

The College of Arts and Sciences consists of the following twelve departments:

Biology	Mathematics
Chemistry	Philosophy and Religion
English	Physics
Foreign Languages	Political Science
Geography and Geology	Psychology
History	Sociology and Anthropology

DEGREES OFFERED

The College of Arts and Sciences offers the Bachelor of Arts degree with a major in each of these twelve departments. In cooperation with the College of Education it offers the Bachelor of Science degree with teacher certification in Biology; Chemistry; English; French; History; Mathematics; Physics; Spanish; Science with concentration in Biology, Chemistry, Earth Science, or Physics; and Social Science with concentration in Geography, Political Science, or Sociology and Anthropology.

To be admitted to the College of Arts and Sciences as a candidate for a baccalaureate degree a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least 2.0.
3. Completed
 - a. English 101, 102, 103
 - b. Six hours from English 201, 202, 203
 - c. History 101, 102, 103
 - d. Speech 101
 - e. Mathematics 101 or 107
 - f. A year of Natural Science
 - g. Three quarter hours of Physical Education activity courses.
4. Demonstrated proficiency in reading, speech, and written English.
5. Been accepted by a department in the college as a major in that department.

If a student does not satisfy all of these conditions, he may, with the approval of the Dean of the College, be admitted provisionally.

A student admitted provisionally must remove any deficiency by the beginning of his tenth quarter at Appalachian. If he does not, he is not eligible for continued enrollment.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the Chairman of the Department of Teacher Education.

BACHELOR OF ARTS DEGREE

To earn the Bachelor of Arts degree in the College of Arts and Sciences, the student must meet the following requirements:

1. Completion of at least 195 quarter hours with a grade-point average of at least 2.0 on all work attempted. A transfer student must have at least a 2.0 grade-point average on all work attempted at Appalachian.
2. Completion of general education requirements as outlined in the section on the General College, pages 57-58.
3. Demonstration of proficiency in reading, speech, and written English.

4. Completion of nine quarter hours of a second year of foreign language or higher. The Department of Foreign Languages places students at the level which they are prepared to perform regardless of previously earned units.
5. Completion of a major consisting of 36 to 60 quarter hours from one of the fields listed below:

Biology	Mathematics
Chemistry	Philosophy and Religion
English	Physics
French	Political Science
Geography	Psychology
Geology	Sociology and Anthropology
History	Spanish

A student must have at least a 2.0 grade-point average on all work attempted in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.0 grade-point average on all work attempted in the major at Appalachian. *Specific requirements for each departmental major preface the list of courses offered by the department.*

6. Completion of a minor consisting of 18 to 24 quarter hours from a department other than a department in Education. The choice of a minor should be made under the guidance of the student's adviser in his major field of study. *Specific requirements for each departmental minor preface the list of courses offered by the department.*
7. Electives to complete 195 quarter hours.
8. Completion of residence requirements.
9. Compliance with regulations concerning satisfactory citizenship and settlement of all expense accounts.
10. Recommendation of the faculty.
11. Take the Aptitude Test and the appropriate Advanced Test, if available, of the Graduate Record Examination.

Meeting graduation requirements is the student's responsibility.

A candidate for the Bachelor of Arts degree may qualify for a teacher's certificate by admission to professional education courses through the Chairman of the Department of Teacher Education and

by completing all academic and professional education requirements for certification.

BACHELOR OF SCIENCE DEGREE (with teacher certification)

For the general requirements for the Bachelor of Science degree with teacher certification see page 57.

COURSES OF INSTRUCTION

Courses are listed by departments in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 449 for seniors; 450 to 499 for seniors and graduates; 500 and above for graduates. Courses open to lower classes are also open to upper classes. For courses numbered 450 and above the name of the professor who ordinarily teaches the course is given in *italics* following the course description.

The figure in brackets preceding a course title indicates the course number used in the catalog of 1969-70.

The figure in parentheses after the course title tells the credit in quarter hours; for example the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarters offered indicates that the course is a one quarter course and is repeated in a subsequent quarter.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw courses for which there is insufficient enrollment.

DEPARTMENT OF BIOLOGY

R. DERRICK, *Chairman*, R. BLACKBURN, I. CARPENTER, JR., J. CORNELL, JR., S. GLOVER, F. HELSETH, W. HUBBARD, H. HURLEY, D. KING, J. MARTIN, J. RANDALL, K. ROBINSON, F. SCHROEDER, T. VERGEER.

The objectives of the Department of Biology are to provide a cultural background in the life sciences as a part of every student's general education; to prepare students to teach biology; to prepare students to meet admission requirements of professional schools; to prepare professional biologists; to provide courses in biology for teacher certification in other areas such as home economics, physical education, and science.

A major in biology leading to the Bachelor of Arts degree consists of thirty-eight quarter hours in Biology in courses numbered above the 100 level. This must include 201-202-203, 204-205-206, 308, 309, 454, 455, six quarter hours in approved electives in biology. In addition the biology major must take Chemistry 101-102-103, Physics 101-102-103, and Math 107.

A minor in biology consists of eighteen quarter hours above 100 level courses, including 201-202, 204-205, and six quarter hours in approved electives.

A major in biology leading to the Bachelor of Science degree and teacher certification consists of forty quarter hours above the 100 level. This must include 201-202-203, 204-205-206, 301, 307, 308, 309, 454, 455. In addition the biology major must take Chemistry 101-102-103, Physics 101-102-103, and Math 107.

For the curriculum for a major in science and concentration in biology leading to the Bachelor of Science degree and teacher certification see page 136.

A major in biology for the master's degree consists of a minimum of thirty-six quarter hours in biology. Required courses include Biology 454, 455, 500, 501, 503, 505 or 506, 514.

COURSES OF INSTRUCTION IN BIOLOGY AND GENERAL SCIENCE

BIOLOGY

101-102-103. Introduction to Life Science (3-3-3).F-W-S;SS.

A survey of living organisms and their relationship to each other and to their environment. Study of topics from morphology, physiology, embryology, and genetics with particular reference to man and healthful living. Lecture two hours, laboratory two hours.

107. Biology (4).F;W;S;SS.
An experimental approach to the basic concepts of life science that are applicable to the elementary school curriculum. *Restricted to elementary education majors*. Lecture three hours, laboratory two hours.
201. Invertebrate Zoology (3).F.
The taxonomy, morphology, and physiology of the invertebrates. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.
202. Vertebrate Zoology (3).W.
The taxonomy, anatomy, physiology, and natural history of the vertebrates. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.
203. Animal Ecology (3).S.
A study of ecological principles, interrelationships, environmental factors, and distribution of animals. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours, 2nd field work.
204. Introductory Botany (3).F.
Historical backgrounds of botany, principles of cytology, physiology, anatomy, and morphology of the seed plants. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.
205. Survey of Plant Kingdom (3).W.
A phylogenetic approach to the reproduction, anatomy, and morphology of representative plants from each division. Prerequisite: Biology 204. Lecture two hours, laboratory two hours.
206. Phytocology (3).S.
Principles of phytocology covering such major topics as plant succession, plant communities, water relations, energy flow, natural vegetation, plant geography and economic botany. Prerequisite: Biology 204, 205. Lecture two hours, laboratory two hours.
207. Economic Biology (3).F.
A study of plants and animals as they affect food, clothing, and shelter. For home economics majors only.
301. Introductory Animal Physiology (4).W;S.
Fundamental principles of animal physiology. Prerequisites: Biology 101-102-103 and Chemistry 101-102-103. Lecture three hours, laboratory two hours.
303. Non Vascular Cryptogams (3).F.
A morphological and taxonomic investigation of the Algae, Liverworts, and Mosses. Techniques of identification, collection, and preservation will be stressed in the laboratory. Lecture two hours, laboratory two hours.
- 304, 305. Systematic Botany (3,3).W.S.
The general principles of the taxonomy of the vascular plants, utilizing elements of the local flora as laboratory material in the consideration of

identification, nomenclature, classification, and evolutionary mechanisms. Prerequisite: Biology 204. Lecture two hours, laboratory two hours (each course).

306. Comparative Entomology (3).F.

A comparative survey of the Insecta and related arthropods with an emphasis on morphology and systematics. Methods of collecting and preserving insects are covered. Prerequisite: Biology 101-102-103, or permission of instructor. Lecture two hours, laboratory two hours.

307. Vertebrate Anatomy (4).F;W.

A comparative study of the origin, evolution, and present condition of the vertebrate structures. Prerequisite: Biology 201-202-203. Lecture three hours, laboratory two hours.

308. Bacteriology (4).F;S;SS.

A study of the morphology and physiology of bacteria and their relation to man. Prerequisite: Biology 101-102-103 and Chemistry 101-102-103. Lecture three hours, laboratory two hours.

309. Embryology (3)W;S.

Gametogenesis, fertilization, and structural development of the vertebrate embryo. Prerequisite: Biology 101-102-103. Lecture two hours, laboratory two hours.

415. Problems and Projects in Biology (3).F;W;S.

Individual problems or projects carried on by superior students under the supervision of the biology staff. Prerequisite: Special permission.

SENIOR-GRADUATE COURSES

450. Nature Study (3).SS.

Observation of common plants and animals, methods of collecting, organizing, and presenting nature study materials in the grades. Not open to biology majors for credit. *Robinson*

451. Ornithology (3).S;SS.

An introduction to the anatomy, physiology, behavior, ecology and identification of birds. Lecture two hours, laboratory two hours. *Randall*. Early morning and at least one Saturday all-day field trips are required.

452. Microtechnique (3).F;SS.

Technical methods used in preparing materials for microscopic study; practical training in preparation of permanent slides of small organisms and tissue of higher organisms. Lecture two hours, laboratory four hours. *Carpenter*.

453. Histology (3).W;SS.

Microscopic anatomy of the vertebrate body, including a study of the principle tissues and organs. Prerequisite: Senior standing and twenty-four quarter hours of undergraduate biology. Lecture two hours, laboratory two hours. *Derrick*.

454. Genetics (3).F;S;SS.
A study of principles of variation and heredity governing plants and animals with special reference to man. Prerequisite: Biology 101-102-103. *Derrick*.
455. Plant Physiology (4).W;S;SS.
A study of the basic principles of plant physiology and fundamental processes such as cell properties, water relations, growth, photosynthesis, respiration, and mineral nutrition. Prerequisite: Biology 204-205-206 and Chemistry 101-102-103. Lecture three hours, laboratory two hours. *Hurley*.
457. Ichthyology (3).S;SS.
Taxonomy, distribution, and ecology of fresh-water fishes of eastern North America. Management practices will be emphasized. Prerequisite: Senior standing and twenty-four hours of undergraduate biology. *Derrick*.
459. Mammalogy (3).W;SS.
The natural history, adaptations, taxonomy, and economic importance of mammals. Lecture two hours, laboratory two hours. Field projects are required. *Randall*.
475. Anatomy and Physiology of the Receptors and Voice Mechanism (3).F;SS.
For special education majors, speech majors, and also an elective for biology majors. The study of the organs and tissues involved in human communication, normal and defective. *Randall*.

GRADUATE COURSES

500. Bibliography and Research (3).F;SS.
A study of bibliographical problems, types of research, the literature and methods of scientific writing. Required in the first quarter of beginning graduate students. *Cornell*.
501. Advanced Animal Ecology (3).F;SS.
Population analysis, population dynamics, simulated environments, community ecology, wildlife management, and environmental modifications and adaptations. Lecture two hours, laboratory two hours. *Randall*.
502. Fresh Water Biology (3).SS.
A study of the physical, chemical, and biological factors affecting productivity in lakes, ponds, and streams. Largely a field course dealing with various approved methods of studying fresh water. Lecture two hours, field work two hours. *Derrick*.
503. Bacteriology of Water, Milk, Food, and Sewage. (3).W;SS.
Laboratory and field methods dealing with the sanitary aspects of foods and food handling; sources and kinds of bacteria in milk, water, and sewage with their sanitary significance. Prerequisite: three hours of undergraduate bacteriology. Lecture two hours, laboratory two hours. *King*.

504. Taxonomy of Vascular Plants (3).SS.

A study of the gross structure, reproduction, and development of the spermatophytes. Special emphasis is placed upon the classification and nomenclature of the spermatophytes. Lecture two hours, field work two hours. *Carpenter.*

505. Animal Physiology I (3).W;SS.

Physiology of the sensory, nervous, muscular, and circulatory systems; laboratory experiments, reports, and readings. Lecture two hours, laboratory two hours. *Vergeer.*

506. Animal Physiology II (3).S;SS.

Physiology of respiration, elimentation, excretion, reproduction and hormone coordination. Lecture two hours, laboratory two hours. *Vergeer.*

509. Evolution (3).F;SS.

Evidences of organic evolution will be considered and evaluated from the paleontological, morphological, and physiological standpoints. *Randall.*

510. Entomology (3).SS.

Biology and systematics of the Insecta and related Arthropoda with emphasis on techniques of collecting, rearing, and identifying common insects. Collection required. Lecture two hours, laboratory two hours. *Cornell.*

512. Local Flora (3).SS.

A course designed specifically for elementary school teachers. A study of the common flora and economic plants of North Carolina including the collection, common name identification, and methods of preservation. Lecture two hours, laboratory and field work two hours. *Robinson.*

514. Plant Anatomy and Morphology (3).S;SS.

A general survey of the external and internal structure of plants; detailed study of anatomy and morphology of representative plants from all the divisions. Lecture two hours, laboratory two hours. *Carpenter.*

515. Plant Ecology (3).SS.

A study of units of vegetation and plant succession; factors of the habitat; soils and climate; taxonomy of local flora and preparation of the herbarium material. Lecture, laboratory, and field work five hours. *Hurley.*

517. Parasitology (3).F;SS.

A survey of protozoan, helminthic and arthropod parasites with emphasis on causation and prevention of disease. Lecture two hours, laboratory two hours. *Vergeer.*

520. Cellular Physiology (3).W;SS.

A study of the fundamental physiological processes at the cellular level. *Hubbard.*

530. Seminar (3).S;SS.
Lectures, readings, and discussions dealing with biological principles and theories.
535. History of Biology (3).S;SS.
A survey of the history of biology with special emphasis upon experiments which have led to the discovery of the more important biological principles and concepts. *Robinson*.
548. Independent Study (3).F;W;SS.
Graduate students with an approved subject of investigation may register for this course. The work is subject to their individual needs.
550. Master of Arts Thesis (6).F;W;S.

GENERAL SCIENCE

401. Methods of Elementary School Science (3).F;W;S.
A survey of scientific principles and concepts suitable for the elementary grades. Emphasis is placed upon the construction of units for the various grade levels, methods of teaching these units, related demonstrations and experiments, and the correlation of the science units with other instructional areas.
450. Science in the Elementary School (3).SS;Ex.
A course designed for teachers with limited science background. Basic concepts, use of simple materials for demonstrations, and the problem solving approach are stressed. Lecture and demonstration three hours. Available as a workshop.
507. Science in the Junior High School (3).SS;Ex.
A laboratory course designed to aid junior high school personnel in developing an experimental approach to science. Emphasis will be placed upon personnel gaining appropriate skills, and academic competency to motivate open-ended investigations for groups and individuals. Available as a workshop.

**DEPARTMENT OF CHEMISTRY AND
PHYSICAL SCIENCE**

G MILES, *Chairman*, G. ATWOOD, H. BOWKLEY, M. DENTON, J. JOHNSON,
A. OVERBAY, D. OLANDER, D. SINK, R. SOEDER, A. SUTTLE.

The objectives of the Department of Chemistry are:

1. To prepare students to teach chemistry at the high school and junior college level.
2. To prepare students for continuing their study of chemistry at the graduate level.
3. To prepare chemistry graduates for careers in industry and scientific research.
4. To provide supporting and/or enriching courses in other areas.

A major in chemistry leading to the Bachelor of Arts degree consists of forty-nine quarter hours above General Chemistry (101-102-103 or 104-105). The required courses are Chemistry 106, 201-202-203, 301-302-303, 401, 402, 404, 450, 452, and 457 or 458 or 459. The chemistry major must take Physics 150-151, 152; nine hours in Biology (301, 308, 454 recommended); and Mathematics 107, 108, 211-212-213.

A minor in chemistry consists of eighteen quarter hours above General Chemistry, including 106 and thirteen quarter hours in approved electives.

A major in chemistry leading to the Bachelor of Science degree and teacher certification consists of thirty-seven quarter hours above General Chemistry (101-102-103 or 104-105). The required courses are Chemistry 106, 201-202-203, 301-302-303, 401, 402. The chemistry major must take Physics 150-151, 152; Biology 101-102-103; and Mathematics 107, 108, 211-212-213.

For the curriculum for a major in science and concentration in chemistry leading to the Bachelor of Science degree and teacher certification see page 136.

In the Master of Arts degree in the junior college teaching program, a major in chemistry consists of a minimum of thirty-nine quarter hours of credit in senior-graduate and graduate level courses. Not more than fifteen quarter hours may be senior-graduate level credits. The thirty-nine quarter hours credit includes a thesis

for six hours credit. A minimum of six quarter hours credit is required in education and psychology (twelve quarter hours required for secondary certification). The following chemistry courses are required: 450 or equivalent; 502 (to be taken fall term of first year); 504, 506, 509, 510, 513 or 514 and 550.

In the Master of Science degree program, a major in chemistry consists of forty-five quarter hours of courses including six quarter hours credit for research and thesis. The following chemistry courses are required of all candidates for this degree: 450 or equivalent; 504; 506; 510; 513 or 514; 530 and 550—total required, thirty quarter hours. The remaining fifteen quarter hours, for a total of forty-five quarter hours, will be elected from the approved electives which include Chemistry 453, 502, 507, 509, 511, 513, 514, 515, 518, 520, 523, 548; Physics 453; Mathematics 461, 462.

All graduate students are required to participate in weekly seminar discussion periods each quarter in residence.

All master's degree candidates must pass comprehensive examinations in the four major fields of chemistry: inorganic, organic, analytical, and physical. Each must present and defend his thesis before the chemistry faculty.

COURSES OF INSTRUCTION IN CHEMISTRY AND PHYSICAL SCIENCE

CHEMISTRY

101-102-103. General Chemistry (4-4-4).F-W-S.

Basic principles of chemistry; structure and behavior of atoms; classification and properties of the elements. Lecture three hours, laboratory three hours.

104-105. General Chemistry (4-4).F-W.

Advanced treatment of basic principles with emphasis on modern atomic theory. Open to chemistry majors who show adequate prior training in chemistry. Lecture three hours, laboratory three hours.

106. Qualitative Inorganic Analysis (5).S.

General principles involved in separation and identification of the more common cations and anions. Laboratory practice in identifying the ions in a variety of unknowns. Prerequisite: Chemistry 101-102-103 or 104-105. Lecture three hours, laboratory six hours.

111-112-113. Applied Science (5-5-5).F-W-S.

A study of fundamental principles of science. Fundamentals of Inorganic, Physical, Organic and Biochemistry. Basic principles of mechanics, heat, electricity and magnetism, light and sound. Credit only for home economics majors. Lecture 3 hours, laboratory 4 hours.

201-202-203. Organic Chemistry (4-4-4).F-W-S.

Chemistry of aliphatic, alicyclic, aromatic and heterocyclic organic compounds. Laboratory practice in class reactions; synthesis of typical organic compounds. Prerequisite: Chemistry 101-102-103 or 104-105, 106. Lecture three hours, laboratory three hours.

301-302-303. Physical Chemistry (4-4-4).F-W-S.

Mathematical treatment of theories underlying the properties and relationships of solids, liquids, gases and solutions of these, including gas behaviors, thermochemistry, thermodynamics, chemical kinetics, photochemistry, electrochemistry, and radiochemistry. Prerequisite: Mathematics 211-212-213 and Physics 150-151, 152. Lecture three hours, laboratory three hours.

401. Volumetric Quantitative Analysis (4).F.

Methods of quantitative analysis based on stoichiometry, including classical titrations; modern electrometric and photometric methods, applied to unknowns, Prerequisite: Chemistry 301-302-303. Lecture three hours, laboratory three hours.

402. Gravimetric Quantitative Analysis (4).W.

Typical separations and gravimetric quantitative procedures applied to unknowns, including electrodeposition and special modern practical methods. Prerequisite: Chemistry 106. Lecture three hours, laboratory three hours.

404. Inorganic Chemistry (3).F.

A study of the elements and their compounds based upon the periodic properties of the elements and other topics. Lecture two hours, laboratory three hours.

406. Special Projects (2 to 4).F;W;S;SS.

Open to seniors majoring in chemistry.

SENIOR-GRADUATE COURSES

450. Qualitative Organic Analysis (4).F.

A systematic procedure for the identification of organic compounds. Laboratory practice in identifying pure organic compounds and mixtures. Prerequisite: Chemistry 201-202-203. Lecture two hours, laboratory six hours. *Soeder* or *Miles*.

452. Advanced Analytical Chemistry (4).W.

Introduction to modern instrumental methods of analysis, including photometry, spectrophotometry, polarimetry, electrodeposition, polarography, pH and potentiometric titrations. Prerequisite: Chemistry 401. Lecture three hours, laboratory three hours. *Olander*.

453. X-ray Analysis of Crystal Structures (3).S.

Introduction to the theory of space groups and x-ray diffraction of crystalline solids. Laboratory work in the application of principles. Prerequisite: Analytical geometry, Differential and Integral Calculus,

Physics 150-151, 152. Lecture two hours, laboratory four hours.
Johnson.

454-455. Biochemistry (4-4).W-S.

Properties and metabolism of carbohydrates, lipids and proteins: chemistry of body fluids; biologically active compounds. Prerequisite: Chemistry 201-202-203. Lecture three hours, laboratory three hours. *Soeder or Miles.*

457-458-459. Organic Preparation (1-1-1).F-W-S.

Three hours of laboratory. *Soeder.*

GRADUATE COURSES

501. Modern Chemistry (3).SS.

Advanced review of principles of general chemistry with emphasis upon modern atomic theory. More mathematical treatment of physico-chemical principles. Introduction to modern methods of analysis. Admission by approval of instructor. For high school teachers. Lecture three hours. *Staff.*

502. Chemical Literature (1).F.

To be taken fall term of first year. Lecture one hour. *Staff.*

504. Chemical Bond Theories *Sink.* (3).F.

506-507. Organic Reaction Mechanisms *Soeder.* (3-3).F-W.

509. History of Chemistry *Bowkley or Miles.* (3).S.

510. Chemical Thermodynamics *Johnson.* (3).W.

511. Quantum Chemistry (3).W.

Prerequisite: Chemistry 301-302-303. *Johnson.*

513. Optical Methods of Chemical Analysis (4).F.

Prerequisite: Chemistry 452. Lecture three hours, laboratory three hours. *Olander.*

514. Electrical Methods of Chemical Analysis (4).W.

Prerequisite: Chemistry 452. Lecture three hours, laboratory three hours. *Olander.*

515. Electro Chemistry (4).F.

Lecture three hours, laboratory three hours. *Johnson.*

518. Radiochemistry (4).S.

Prerequisite: Chemistry 301-302-303. Lecture three hours, laboratory three hours. *Olander.*

520. Chemical Kinetics (3 or 4).S.

Lecture three hours, laboratory three hours (optional). *Johnson.*

523. Colloidal Chemistry *Johnson.* (3).S.

530. Advanced Inorganic Chemistry *Bowkley*. (3).S.
548. Independent Study *Staff* (3-6).F;W;S;SS.
550. Master of Arts Thesis *Staff*. (6).F;W;S;SS.

PHYSICAL SCIENCE

- 101-102-103. Man and His Physical Environment (3-3-3).F-W-S.

An integrated perspective of the physical sciences, study of selected topics such as systems of measurement, the expanding universe, structure of the earth, kinetic molecular theory of matter, energy (types, transformations, utilization), properties of elements and compounds, structure and utilization of atoms. The role of science in the development of civilization.

DEPARTMENT OF ENGLISH

L. HILTON, *Chairman*, R. AKERS, B. BOYLE, L. BRASHEAR, D. CAMPBELL, M. CARRIKER, A. COULTHARD, G. EDWARDS, D. EGGERS, G. EGGERS, R. FEIMSTER, H. HEYMAN, M. HIGBY, O. HOLTON, D. HURLEY, P. KNECHT, H. LILLY, S. LOGAN, J. MACBRYDE, B. MCFARLAND, M. MOORE, L. REED, A. SINNOTT, J. THOMPSON, J. TRIMPEY, J. VANNOPPEN, C. WATERWORTH, J. WEST, R. WHITENER, C. WILLIAMS.

The aim of the Department of English is to give students competency in written and oral composition and in the interpretation and appreciation of literature.

The Bachelor of Arts degree in English requires sixty quarter hours above General Education requirements, including History 201, 202, 203, an additional course in the sophomore survey, 204, 206, 301, 302, 303, two courses in contemporary literature, 401, 452, 453, 466, and fifteen quarter hours in approved electives.

A minor in English consists of twenty-one quarter hours above General Education requirements, including an additional course in the sophomore survey, 301, 302, 303, and nine quarter hours in approved electives.

A major in English leading to the Bachelor of Science degree and teacher certification consists of nine quarter hours of a foreign language beyond the elementary course and a minimum of sixty-nine quarter hours in English and related fields above General Education requirements. These include History 201, 202, 203, an additional course in the sophomore survey, 204, 206, 301, 302, 303, two courses in contemporary literature, 401, two courses in Shakespeare, 466, Education 462, Library Science 467, Speech 201, and fifteen elective hours in English.

The Department of English requires as a prerequisite for graduate work an undergraduate major in English equivalent to that available at Appalachian State University. For the master's degree, a minimum of thirty-six quarter hours (thirty-three with a thesis) of English must be offered, including English 500, Bibliography and Research; English 466, History of the English Language; English 512, Literary Criticism. For requirements concerning the final comprehensive examination and the thesis, see the discussion of these elsewhere in this bulletin, or consult the chairman of the department.

COURSES OF INSTRUCTION IN ENGLISH

010. Laboratory in Writing

(0).F;W;S.

- 101-102-103. Grammar and Composition (3-3-3).F-W-S.
A study of grammar, sentence structure, principles of composition, vocabulary building; written composition; introduction to literature.
- 201, 202, 203. English Literature (3,3,3).F,W,S.
A survey of English literature from its beginnings to the twentieth century. Prerequisite: English 101-102-103.
204. Backgrounds of English Literature (3).F;W;S.
A study in translation of masterpieces of classical European literature and their influence on English and American writers.
205. Elements of Journalism (3).F;W.
Writing news stories, editorials, features, and reviews; make-up of school and college newspapers.
206. Advanced Composition (3).F;W;S.
207. Types of Literature (3).W.
220. Creative Writing (3).F;W.
An introductory course in writing poetry and fiction, specifically the short story, with emphasis on the techniques.
221. Creative Writing (3).S.
An advanced course in writing. Students may project a novel or work in poetry, drama, or the short story. Prerequisite: English 220.
- 301, 302, 303. American Literature (3,3,3).F,W,S.
A survey of American literature from its beginnings to 1900.
304. Twentieth-Century American Poetry (3).W;S.
305. Twentieth-Century American Fiction (3).S.
307. Advanced English Grammar (3).F;S.
(For elementary education majors.)
314. Twentieth-Century English Poetry (3).F.
315. Twentieth-Century English Fiction (3).F;W.
401. Advanced English Grammar (3).F;W;S.
(For English and foreign language majors.)
402. Seminar, English Literature (3).F.
403. Seminar, American Literature (3).W.

SENIOR-GRADUATE COURSES

451. Chaucer (3).F.
Reading and interpretation of selections from *The Canterbury Tales*.
Lilly.
452. Shakespeare's Comedies (3).F.
An analytical study of four representative comedies; oral and written reports on additional comedies and collateral reading. *Haymann*.
453. Shakespeare's Tragedies (3).W.
An intensive study of *Macbeth*, *Hamlet*, *King Lear*, and *Othello*; oral and written reports on additional tragedies and collateral reading.
Heymann.
454. Poetry of the Romantic Period (3).W.
A study of the poetry of Wordsworth, Coleridge, Shelley, Byron, and Keats, with some attention to the minor poets of the period. *Eggers*.
455. Poetry of the Victorian Period (3).S.
A study of the poetry of Tennyson, Browning, Arnold, Rossetti, Swinburne, and others. *Eggers*.
456. Milton (3).S.
Rapid reading of Milton's poetry, with major emphasis on *Paradise Lost* and *Paradise Regained*. Collateral readings from the prose works.
Lilly.
457. English Literature, 1660-1744 (3).F.
English literature, exclusive of the drama, from the Restoration to the death of Pope. *Higby*.
458. English Literature, 1744-1798 (3).W.
English literature, exclusive of the drama, from the death of Pope to the beginnings of the Romantic period. Supplementary reading from the major novelists. *Higby*.
460. Modern Drama (3).F.
A study of Continental, British, and American drama from Ibsen to the present, with emphasis on social and literary values. *Logan*.
461. Spenser (3).W.
A careful study of *The Faerie Queene*, with some attention to the minor poems. *Lilly*.
462. Shakespeare's Histories *Heymann*. (3).S.
466. History of the English Language *Hurley*. (3).F;W;S.

GRADUATE COURSES

500. Bibliography and Research (3).F;SS.
A study of bibliographical problems, types of research, organization and reporting of research. Required in the first quarter of beginning graduate students. *Trimpey*.
501. English Drama, 1500-1600 *Sinnott*. (3).F.
502. English Drama, 1600-1642 *Sinnott*. (3).W.
503. Non-Dramatic Literature of the Elizabethan Period (3).W.
Trimpey.
504. The American Novel (3).W.
The development of the American novel from Charles Brockden Brown to World War I, a study of representative novels. *Logan*.
505. Southern Literature (3).F.
A study of the major Southern writers and their contribution to American literature. *Coulthard*.
507. Victorian Prose (3).W.
A study of selected writings by Macaulay, Newman, Carlyle, Ruskin, Arnold, and Pater. *Moore*.
508. American Literature (3).F.
Studies in American literature from its beginnings to 1830. *Hilton*.
509. American Literature (3).W.
Studies in American literature, 1830-1870. *Hilton*.
510. American Literature (3).S.
Studies in American literature, 1870-1914. *Hilton*.
511. American Literature (3).S.
Studies in American literature, 1914 to the present. *Coulthard*.
512. Literary Criticism (3).F.
The history of literary criticism from Aristotle to the end of the nineteenth century. *Moore*.
513. The English Novel (3).F.
The history of the novel in England from its beginning to 1832. *Holton*.
514. The English Novel (3).W.
A study of the Victorian novel in its relation to the social, political, and economic background of the period. *Holton*.
515. Seventeenth-Century English Literature. *Trimpey*. (3).S.
520. Restoration and Eighteenth-Century Drama. *Higby*. (3).S.

521. Twentieth-Century Literary Criticism. *Moore*. (3).S.
522. Twentieth-Century American Novel. *Logan*. (3).S.
523. Twentieth-Century English Novel. *Holton*. (3).S.
548. Independent Study (3-6).F;S;W.
550. Master of Arts Thesis (6).F;W;S;SS.

DEPARTMENT OF FOREIGN LANGUAGES

R. PRINCE, *Chairman*, J. AMARO, P. BONIN, C. BREDOW, W. EVANS, P. HURLEY, J. PAGE, E. POWELL, K. RICH, T. ROSS.

The objectives of the Department of Foreign Languages are to teach students to pronounce, speak, understand, read, and write the language they are studying; to give them basic knowledge of the principles of the grammar and syntax of the language; to help them gather valuable and interesting information and materials about the country and peoples whose language they are studying; to introduce them to the literature in the language and help them gain an appreciation for its masterpieces; to prepare them to be better citizens of the world through knowledge of the languages and cultures of peoples; to help them appreciate and be enthusiastic about foreign languages.

A major in French or Spanish leading to the Bachelor of Arts degree consists of thirty-six quarter hours above the foreign language requirements, including 201, 202, 203, 305, 306, 307, 308, 451, and twelve quarter hours in approved electives.

A minor in French or Spanish consists of eighteen quarter hours above the foreign language requirements, including 201, 202, 203 and nine quarter hours in approved electives.

A major in foreign languages leading to the Bachelor of Science degree and teacher certification consists of a minimum of forty-five quarter hours in one language above the course level of 103, including 104-105-106, 201, 202, 203, 305, 306, 307, 308, 451, four courses from 301, 302, 303, 401, 402, 403; and English 401. The department recommends that a major in foreign language use electives to build up a teaching competence in a related field.

The Department of Foreign Languages requires as a prerequisite to graduate work thirty-six quarter hours of language study above the elementary level. A graduate student who does not have adequate undergraduate credits may begin graduate study if at the same time he is building up his undergraduate hours to the required level. For the Master's degree thirty-six quarter hours are required in the major field, French or Spanish, twelve in education, and six in approved electives. The latter may be in the major field, in another language, in education, or in another field, such as English. The only required course is Bibliography and Research, but there are several preferred electives. For further advice, consult the Chairman of the Department of Foreign Languages.

THE FOREIGN LANGUAGE LABORATORY

The Department of Foreign Languages has a fifty-four booth electronic language laboratory. In the laboratory, students listen and respond to prerecorded tapes which deal with the material covered in their courses. The main purpose of the laboratory is to increase the students' ability to pronounce, speak and understand the language. The department believes that the laboratory increases the efficiency of language learning and that the extra hours spent in the laboratory can be the student's most productive study time.

COURSES OF INSTRUCTION IN FOREIGN LANGUAGES

FRENCH

101-102-103. Elementary French (3-3-3).F-W-S.

The essentials of French grammar, vocabulary and idioms; conversational texts used to develop fluent speech and accurate pronunciation. Open to those with no previous preparation in French or those who make a low score on the French test. Recitation three hours and laboratory two hours. No credit is given in an elementary foreign language until the year course is completed.

104-105-106. Intermediate French (3-3-3).F-W-S.

Review of French grammar and idioms covering advanced principles; audio-lingual practice in classroom and laboratory; readings in French from selected texts. Prerequisite: two units of high school French and a good score on French test 101-102-103. Recitation three hours and laboratory two hours.

201, 202, 203. Conversational French (3,3,3).F,W,S

A course to give practical experience in speaking French. Students converse with each other, take dictation, make impromptu and prepared talks, ask and answer questions; do some composition in French. Prerequisite: French 104-104-106 or the equivalent. Recitation three hours and laboratory two hours.

301, 302, 303. French Literature to 1800 (3,3,3).F,W,S.

A survey of the development of the French language and literature; extensive outside reading; class text material chosen from great authors; class reports on plays. 301 goes approximately to 1630. 302 the seventeenth century or the classic period; 303 the eighteenth century. Prerequisite: 104-105-106 or the equivalent. Lecture three hours and laboratory work.

305, 306. French Civilization (3,3,).F,W.

A brief study of the history, government, geography, art, music, customs, educational system of France. A course designed to give useful information about the people who speak French; background reading and study. Prerequisite: French 104-105-106 or the equivalent. Lecture three hours and laboratory work.

307, 308. Advanced Grammar and Composition (3,3).F,W.

A study of French grammar, idioms and syntax. Stress on difficult points of grammar which were not covered in earlier courses. Writing of original compositions and translations from English to French. The purpose is to give students a thorough knowledge of French grammar. Prerequisite: French 104-105-106.

401, 402, 403. French Literature of the Nineteenth and Twentieth Centuries (3,3,3).F,W,S.

A survey of French literature in modern times; text material chosen from the great authors; class reports on plays; extensive outside readings. 401 covers the Romantic period; 402 from about 1850 to 1920; 403 modern contemporary literature particularly since World War II. Prerequisite: French 104-105-106 or the equivalent. Lecture three hours and laboratory work.

SENIOR-GRADUATE COURSES

451. French Phonetics and Diction (3).S;SS.

An analysis of the phonetic system of French, studying the physical and linguistic basis of French sound production. Use of the laboratory for ear training, along with constant study and practice in the proper manner and production of French sounds. Offered 1971 SS. *Prince*.

453. History of the French Language (3).F;SS.

A general study of the development of the French language from its beginnings to the present day with special emphasis on formation from Latin along with the other elements which contributed to it. Some readings from Old French texts. Consideration of the elements which cause linguistic change. Offered 1970 SS. *Evans* or *Bonin*.

456. Advanced Conversation (3).F;SS.

A course designed to improve the students' fluency of expression in French so that they may have vocabulary and syntax sufficient to express their thoughts in conversation at normal speed with good pronunciation. Offered 1972 SS. *Page*.

459. Linguistics and Language Analysis (3).W;SS.

A course designed to give a knowledge of descriptive, comparative and structural linguistics in relation to Romance languages, enabling students to apply these principles to language structures in French, and be better able to analyze the learning problems of their students. Offered 1970. SS. *Prince*.

463. French Poetry of 16th and 17th Centuries (3).W;SS.

Beginning with Marot, this course will cover the Pléiade poets, and in the seventeenth century La Fontaine and Boileau. Offered 1972 SS. *Evans*.

465. Nineteenth Century Drama (3).F;SS.

A study of the Romantic drama, the pièces à thèse, the naturalistic and the symbolistic drama. Other plays written up to World War I will be included. Offered 1971 SS. *Powell*.

467. Eighteenth Century Drama (3).W;SS.

A study of the successors to Molière and the plays of Marivaux Lesage, Voltaire, Beaumarchais and their contemporaries. Offered 1972 SS. *Prince*.

499. French Language Institute (EPDA) (10).SS.

Ten quarter hours credit in French or education. Seven weeks participation required in the Summer Language Institute sponsored under the Education Professions Development Act. Concentrated work in French civilization, language practice, conversation, linguistics, reading, writing, methodology, and laboratory practice and techniques.

GRADUATE COURSES

500. Bibliography and Research (3).F;SS.

A study of the bibliographic problems, the types of research, the literature, and methods of writing in the language field. Required of all students in the first quarter of graduate study. *Amaro* or *Prince*.

506. French Literature to 1500 (3).W;SS.

Covers the Medieval and Middle French periods. It begins with the Chansons de Geste, and other early writings, including poetry and drama. Offered 1972 SS. *Bonin*.

508. [461] French Drama to 1650 (3).W;SS.

A study of French drama from the beginning of the sixteenth century. Most emphasis will be placed on Corneille and his contemporaries. Offered 1970 SS. *Evans* or *Prince*.

509. [462] Classic Drama: Molière and Racine (3).S;SS.

A thorough study of the plays of Molière and Racine showing how they exemplified Classicism. Other minor dramatists of the period will be touched. Offered 1971 SS. *Evans* or *Prince*.

512. Prose Literature of 16th and 17th Centuries (3).F;SS.

A study of the works, ideas, and influence of Rabelais, Montaigne, Calvin, Descartes, La Rochefoucauld and Pascal. Consideration will be given to the effects of the Renaissance on literature and on the Classic Period. Offered in 1971 SS. *Evans*.

514. The French Novel up to 1820 (3).W;SS.

This course will begin with L'Astrée and will include novels of Mme. de Lafayette, Lesage, Marivaux, Prévost, Rousseau, Bernardin de St. Pierre, Chateaubriand and Benjamin Constant. Offered 1970 SS. *Prince*.

518. The Eighteenth-Century Philosophes (3).SS.

A study of the development of free thought after the age of Louis XIV. The influence of the lives, works, and ideas of Voltaire, Rousseau, Montesquieu, and Diderot and the compilation of the *Encyclopédie*. The manner in which this age of enlightenment shaped history is emphasized. Offered 1971 SS. *Prince*.

520. Nineteenth Century Poetry (3).W;SS.

A study of the main poetic movements of the century and the poets who illustrate them: Lamartine, Hugo, Vigny, Musset, Baudelaire, Verlaine, Rimbaud and Mallarmé. Offered 1970 SS. *Powell*.

522. [521] Nineteenth Century Novels (3).F;SS.

A study of the main novels and novelists of the period: Hugo, Stendhal, Balzac, Flaubert, Zola and Maupassant. Offered 1972 SS. *Powell*.

523. Twentieth-Century Novels (3).S;SS.

A study of the novels and novelists from 1900 to the present. Emphasis is placed on recent or present-day writers, including André Gide, Marcel Proust, Colette, André Malraux, Francois Mauriac, Julien Green, Antoine de St. Exupéry. Albert Camus. Offered 1970 SS. *Powell*.

525. Twentieth-Century Drama (3).S;SS.

Plays of the first part of the century are studied, such as those of Claudel and Rostand. Emphasis is on the present or recent dramatist such as Giraudoux, Cocteau, Sartre, Anouilh, Camus, Beckett, and Ionesco. Consideration is given to the present state of the French theatre. Offered 1972 SS. *Powell*.

548. Independent Study in French (3).F;W;S;SS.

GERMAN

101-102-103. Elementary German (3-3-3).F-W-S.

The essentials of German grammar vocabulary and idioms; conversational texts used to develop fluent speech and accurate pronunciation. Open to those with no previous preparation in German or those whose previous preparation is inadequate. Recitation three hours and laboratory two hours. No credit is given in an elementary foreign language until the year course is completed.

104-105-106. Intermediate German (3-3-3).F-W-S.

Rapid review of German grammar and idioms covering the more advanced principles; audio-lingual practice in classroom and laboratory; readings in German from selected texts. Prerequisite: 101-102-103 or the equivalent. Recitation three hours and laboratory two hours.

201, 202, 203. Conversational German (3,3,3).F.W.S.

A course to give practical experience in speaking and writing German. Students converse with the professor and each other, take dictation, make impromptu and prepared speeches, ask and answer questions, do some composition and reading in German. Prerequisite: 104-105-106 or the equivalent. Recitation three hours and laboratory two hours.

LATIN

101-102-103 Elementary Latin (3-3-3).F-W-S.

This course is designed to give the students a fundamental knowledge of the elements of Latin grammar, vocabulary and syntax. It will emphasize the etymological and other influences of Latin on English

and the Romance languages. No credit is given in an elementary foreign language until the year course is completed. Recitation three hours and laboratory two hours.

104-105-106. Intermediate Latin (3-3-3).F-W-S.

A continuation of the study of the main principles of Latin grammar. Readings from the prose works of great writers of the time, such as Livy, Nepos, Sallust and Cicero. Prerequisite: Two years of high school Latin, a good score on Latin Test or Latin 101-102-103.

SPANISH

101-102-103. Elementary Spanish (3-3-3).F-W-S.

The essentials of Spanish grammar, vocabulary and idioms; conversational texts used to develop fluent speech and accurate pronunciation. Open to those with no previous preparation in Spanish or those who make a low score on Spanish test. Recitation three hours and laboratory two hours. No credit is given in an elementary foreign language until the year course is completed.

104-105-106. Intermediate Spanish (3-3-3).F-W-S.

Review of Spanish grammar and idioms covering advanced principles; audio-lingual practice in classroom and laboratory; readings in Spanish from selected texts. Prerequisite: two units of high school Spanish and a good score on Spanish test or Spanish 101-102-103. Recitation three hours and laboratory two hours.

201, 202, 203. Conversational Spanish (3,3,3).F-W-S.

A course to give practical experience in speaking Spanish. Students converse with each other, take dictation, make impromptu and prepared speeches, ask and answer questions; do some composition in Spanish. Prerequisite: Spanish 104-105-106 or the equivalent. Recitation three hours and laboratory two hours.

301, 302, 303. Survey of Spanish Literature (3,3,3).F,W,S.

A study of the masterpieces of Spanish literature particularly the *Siglo de Oro*, Don Quijote, the Romantic period and the regional novel; class texts chosen from greatest authors; extensive outside readings and class reports. Prerequisite: Spanish 104-105-106 or the equivalent. Lecture three hours and laboratory work.

305, 306. Hispanic Civilization (3,3).F.W.

A brief study of the history, government, geography, art, music, customs, educational systems of Spain and the Spanish-American countries. A course designed to give useful information about the people who speak Spanish; background reading and study. Prerequisite: Spanish 104-105-106. Lecture three hours and laboratory work.

307, 308. Advanced Grammar and Composition (3,3).F,W.

A study of Spanish grammar, idioms and syntax. Stress on difficult points of grammar which were not covered in earlier courses. Writing of original compositions and translations from English to Spanish. Prerequisite: Spanish 104-105-106.

401, 402, 403. Survey of Spanish-American (3,3,3).F,W,S.

The most important writings from the various Spanish-American countries; class text material chosen from the writings of the main literary figures from colonial times to the present; extensive background readings in literature and on literary figures. Prerequisite: Spanish 104-105-106 or the equivalent. Lecture three hours and laboratory work.

SENIOR-GRADUATE COURSES

451. Spanish Phonetics and Diction (3).S;SS.

An analysis of the phonetic system of Spanish, studying the physical and linguistic basis of Spanish sound production. Use of laboratory for ear training, along with constant study and practice in the proper manner and production of Spanish sounds. Offered 1971 SS. *Amaro*.

453. History of the Spanish Language (3).S;SS.

A general study of the phonological and morphological development of the Spanish language from Latin to the present. Lectures and readings from the old texts to trace the origin, evolution and development of the Castilian language and that now spoken in South America. Consideration of the elements which cause linguistic change. Offered 1970 SS. *Amaro*.

456. Advanced Conversation (3).F;SS.

A course designed to improve the students' fluency of expression in Spanish so that they may have vocabulary and syntax sufficient to express their thoughts in conversation at normal speed with good pronunciation. Offered 1972 SS. *Amaro*.

457. Hispanic Culture and Civilization (3).S;SS.

A course designed to give the students an enlightened understanding of the general culture of Spain and the Spanish-American countries and increase their knowledge of the geography, history, art, educational system, government and social customs of the Hispanic people. Offered 1971 SS. *Amaro*.

459. Linguistics and Language Analysis (3).W;SS.

A course designed to give a knowledge of descriptive, comparative and structural linguistics in relation to Romance languages, enabling students to apply these principles to language structures in Spanish, and be better able to analyze the learning problems of their students. Offered 1970 SS. *Amaro*.

461. Nineteenth-Century Prose (3).F;SS.

The non-dramatic fiction of the nineteenth century with special emphasis on the Regional novel. Readings from Pedro A. de Alarcón, Pérez Galdós, Pardo Bazán, Valera, Pereda, Blasco Ibáñez, and others. Offered 1970 SS. *Amaro*.

463. Contemporary Spanish Literature (3).W;SS.

A study of the modern renaissance of the artistic and cultural life of Spain, impelled by the Generation of '98. Also a study of the poetry of

García Lorca and Juan Ramón Jiménez, the plays of Casona and Buero Vallejo and the modern novels of various writers. Offered 1970 SS. *Amaro*.

GRADUATE COURSES

500. Bibliography and Research (3).F;SS.
A study of the bibliographic problems, the types of research, the literature, and methods of writing in the language field. Required of all students in the first summer of graduate study. *Amaro* or *Prince*.
512. The Picaresque Novel (3).F;SS.
A study of the origin and development of the picaresque novel and its impact on world literature. Readings from the outstanding picaresque novels such as *Lazarillo de Tormes*, *Guzmán de Alfarache*, *La Vida del Buscón*, *La Picara Justina* and *Marcos de Oregón*. Offered in 1971 SS. *Amaro*.
513. [466] Cervantes (3).S;SS.
A study of the life and works of Cervantes, with particular emphasis on the *Quijote*. Offered 1971 SS. *Amaro*.
514. Golden Age Drama I (3).W;SS.
Lope de Vega and his contemporaries. Beginning with the precursors of Lope de Vega, Juan del Encina, Torres Naharro, Lope de Rueda and Juan de la Cueva, the course covers the outstanding works of Lope de Vega and some of the plays of Tirso, Alarcón, and Guillén de Castro. Offered 1971 SS. *Amaro*.
515. Golden Age Drama II (3).S;SS.
Calderón and his contemporaries. Calderón de La Barca, Rojas Zorrilla and Augustin Moreto are studied with emphasis on the important Works of Calderón, including his *autos sacramentales*. Offered 1972 SS. *Amaro*.
519. Nineteenth-Century Drama and Verse (3).S;SS.
An intensive study of Spanish theatre and verse from Romanticism to the Generation of '98, including works of Espronceda, Bécquer, Campoamor, Zorrilla, Duque de Rivas, Hartzenbusch, and others. Offered 1972 SS. *Amaro*.
522. Spanish-American Literature to 1888 (3).F;SS.
The extension of Spanish peninsula literature in the colonies, beginning with *cartas* and *relaciones* of the *conquistadores*, the epic and lyric poets, and all literature down to *Modernismo*. Emphasis is given to the *gauchesca* literature. Offered 1972 SS. *Staff*.
523. Contemporary Spanish-American Literature (3).SS.
The birth of *modernismo*, and its influence on world literature. The maturing of Spanish-American prose, *novela* and *cuento*, in the twentieth century with readings from various novelists. Offered 1970 SS. *Staff*.
525. [471] The Spanish American Novel and Drama (3).S;SS.
Representative works of outstanding authors from the Wars of Independence to the present—including Isaacs, Rivera, Azuela, Guiraldes, Asturias, Sanchez, Usigli and others. Offered 1972 SS. *Staff*.
548. Independent Study in Spanish (3).F;W;S;SS.

DEPARTMENT OF GEOGRAPHY AND GEOLOGY

J. YODER, *Chairman*, T. EPPERSON, JR., R. HARTIG, W. IMPERATORE, H. MAJMUNDAR, F. MCKINNEY, R. REIMAN, J. UPCHURCH, F. WEBB, JR., P. WHIPPO.

A major in geography leading to the Bachelor of Arts degree consists of forty-five quarter hours, including Geography 101, 102, 203, 205, 311, 410, Geology 101, 103, and approved electives. The department requires also History 201, 202, 203, and three quarter hours above general education requirements from English 201, 202, 203. The foreign language taken must be approved by the Geography department.

A minor in Geography consists of twenty-four quarter hours including general education requirements.

The department also provides a concentration in geography for majors in social science seeking the Bachelor of Science degree and teacher certification. (See page 137).

A major in geology leading to the Bachelor of Arts degree consists of fifty-six quarter hours including Geology 101, 103, 310, 312, 313, 314, 315, 451, 455, 460, and fifteen quarter hours in approved electives. A geology major must take Mathematics 211-212-213; Chemistry 101-102-103 or 104-105-106; Physics 101-102-103; second year of either French or German.

A minor in geology consists of Geology 101, 103, and fifteen quarter hours of approved geology electives.

For the curriculum in science and concentration in Earth Science leading to the Bachelor of Science degree with teacher certification, see page 136.

COURSES OF INSTRUCTION IN GEOGRAPHY AND GEOLOGY**GEOGRAPHY****101. Physical Geography (4).F;W;S.**

The earth's astronomical relations, factors of weather and climate, and physiographic features. Lecture three hours, laboratory two hours. This course or permission of chairman is prerequisite to all other geography courses.

102. World Regions (5).F;W;S.

Relation of human activities to the larger geographic regions of the world.

203. Economic and Commercial Geography (3).W;S.
Geographic factors involved in production, distribution, consumption, and conservation of the major crops, minerals, and industries of the world.
205. Statistical Methods (3).F;W;S.
(Same as Psychology 205)
210. Weather and Climate (3).S.
The basic elements of weather and instruments used to measure and record them are considered. The world pattern and characteristics of climates are examined using the Koppen system of climatic classification.
215. Descriptive Astronomy (3).S;SS.
Same as Physics 215.
216. Conservation of Natural Resources (3).S.
Conservation problems and techniques of water, soil, minerals, plants, animals, and human resources. No prerequisite.
301. Geography of Europe (3).F.
Continental and world trade, cultural factors, geographic factors of the regions and countries of Europe.
302. Geography of South America (3).W.
Geographic regions, political divisions, commerce, industry, and prospects for the future.
303. Geography of Asia (3).S.
Climate, relief, natural resources, social and political problems, and economic activities.
304. Geography of Africa (3).S.
The peoples, regions, climates, resources, and economic activities of the continent.
305. Geography of the Soviet Union (3).F.
The location, population, political status, natural environment, economy, problems, and potentialities of the U.S.S.R.
306. Fundamentals of Political Geography (3).S.
A study of the relations between geographic factors and the international activities of world powers.
307. Geography of Anglo America (3).S.
The soils, climate, minerals, crops, industries, biotic resources, and their world relations as reflected by geographic factors.
308. Geography of the Middle East (3).W.
The culture, economic activities, and international significance of the Middle East as reflected by geographic factors.

311. Cartography and Graphics (3).W.
Theory and practice in map and chart design and construction. Emphasis on techniques, use of source data for map construction, and graphic presentation of statistical materials.
312. Fundamentals of Urban Geography (3).S.
An analysis of urban centers with emphasis on classification, site, situation, distribution, function, and land use.
402. Field Methods in Geography (3).S.
Methods in measurements, observation, recording, and synthesis of field data. Field analysis of all features in one small type area required, including completed maps and written report. Prerequisite: Geography 311, 410.
410. Maps and Aerial Photographs (3).F.
Theory and procedure for practical interpretation of cultural and natural features as reflected by maps and aerial photographs.
440. Seminar in Geography (3). On Demand
A course designed for seniors who plan to do graduate work in geography. A research paper is the end product of the course,

SENIOR-GRADUATE COURSES

450. Geographic Influences in American History (3).W.
Man's reaction to and use of environmental factors as he occupied the territory of the United States. *Yoder.*
451. Geography of the South (3).W.
An intensive regional study of southern United States. Special attention is given to climate, soils, land use, minerals, industries, and current cultural patterns. *Epperson.*
452. Geography of Manufacturing (3).F.
A survey of world manufacturing, emphasizing distribution, commodity production, and plant site location theory. *Epperson.*
455. Geomorphology (4).F.
Same as Geology 455. *Webb.*
460. Development of Geographic Thought (3).S.
Series of topics selected in order to acquaint the geography major with the basic literature and evolution of the broad field of geography. Prerequisite: Geography major or consent of the instructor. *Reiman.*

GRADUATE COURSES

500. Bibliography and Research *Yoder.* (3).F;SS.
502. Urban Geography (3).S.
An analysis of urban centers from historical development through the contemporary city. Emphasis is placed on classification, site,

situation, distribution, functions and patterns of land use, culminating in urban problems, trends, and city planning. *Epperson*.

506. Geographic Aspects of World Affairs (3).S.

A geographic analysis of major world movements and events associating the physical environment with social, political, and racial factors. *Yoder*.

507. Geography of Eastern United States (3).F.

The physiography, climate, soils, minerals, and the associated economic activities of the Eastern United States. *Yoder*.

508. Geography of Western United States (3).W.

The physiography, climate, soils, minerals, and the associated economic activities of the Western United States. *Yoder*.

509. Concepts in Geography (3).F.

Investigation and discussion of selected geographic concepts, both physical and cultural, which apply to man's utilization of earth-space. Open, with consent of instructor, to graduate non-majors. *Reiman*.

540. Seminar (3-6).S.

A specialized course involving advanced study, research, and writing by small groups in selected areas. Students may enroll twice in this course for credit totaling six quarter hours, but in no case shall students receive credit for a seminar which duplicates the content of one for which they have previously received credit.

548. Independent Study in Geography (3).F;W;S;SS.

A program involving advanced study, research, and writing adapted to serve students with exceptional interests. The project must be approved by the instructor and chairman of the department.

550. Master of Arts Thesis (6).F;W;S;SS.

GEOLOGY

101. Physical Geology (5).F;W.

Scientific description of the composition of the earth, physical processes which change the earth. Lecture four hours, laboratory two hours.

103. Historical Geology (4).W;S.

History of the earth and its inhabitants as related to North America. Prerequisite: Geology 101. Lecture three hours, laboratory two hours.

210. Weather and Climate (3).S.

Same as Geography 210.

215. Descriptive Astronomy (3).S;SS.

Same as Physics 215.

310. Mineralogy (4).F.

A study of the basic fundamentals of crystallography, physical, chemical, and descriptive mineralogy. Prerequisite: Geology 101 and General Chemistry or permission of instructor. Lecture three hours, laboratory two hours.

311. Cartography and Graphics (3).W.
Same as Geography 311.
312. Igneous and Metamorphic Petrology (4).W.
The characteristics, genesis, classification, and field identification of common igneous and metamorphic rocks. Prerequisite: Geology 310. Lecture three hours, laboratory two hours.
313. Structural Geology (4).F.
Geologic structures and their recognition in the field. Framework of the earth's crust; origin of mountains, continents, oceans. Physical properties and behavior of rocks; solution of structural problems. Prerequisite: Geology 103 or permission of instructor. Lecture three hours, laboratory three hours.
314. Optical Mineralogy and Petrography (5).S.
Theory and use of the polarizing microscope. Study of the common rock-forming minerals and common rocks in thin sections. Prerequisites: Geology 310 and Geology 312. Lecture three hours, laboratory six hours.
315. Stratigraphy and Sedimentation (4).S.
A study of the sedimentary rocks including their properties and classification, and the processes and environments which they represent. Principles of collection and interpretation of stratigraphic data, correlation, and nomenclature. Emphasis is placed on field relationships. Prerequisites: Geology 310 or consent of the instructor. Lecture three hours, laboratory two hours.

SENIOR-GRADUATE COURSES

450. Earth Science (3).W;Ex.
A treatment of the earth in space with emphasis on the solar system; the elements of weather and climate; the lithosphere; the effects of weathering, erosion, and diastrophism; and the formation and characteristics of the major soil groups of the world. Open to department majors only with permission of department chairman. *Majmundar*.
451. Economic Geology (3).W.
Principles, processes, and distribution of the principal metallic and non-metallic mineral deposits with type illustrations. Prerequisites: Geology 310, Geology 312, Geology 313, and Geology 315. *Majmundar*.
455. Geomorphology (4).F.
A study of the processes involved in the production of land and submarine forms, and the results of the interaction of these processes with the lithosphere. Lecture three hours, laboratory two hours. Prerequisite: Geology 103. *Webb. McKinney*.
460. Paleontology (4).W.
A study of the classification, morphology, and distribution of fossils with reference to geological time. Special attention is given to invertebrate index fossils. Prerequisite: Geology 103, or permission of instructor. Lecture three hours, laboratory two hours. *McKinney*.

DEPARTMENT OF HISTORY

R. CARROLL, *Chairman*, G. ANTONE, C. BLACKBURN, M. DIXON, E. DOUGHERTY, E. DROZDOWSKI, J. FISH, E. GIBSON, L. GREEN, S. HANFT, D. HEISSER, R. HOOVER, K. JONES, W. KINSEY, E. MELTON, H. MUSE, A. O'HORA, P. PETSCHAUER, L. PRITCHETT, R. RAMSEY, C. ROSS, K. SHIPPS, M. THOMASON, S. THOMPSON, I. VAN NOPPEN, E. WU.

The Department of History seeks: (1) to provide all students with the basis for a liberal education through the study of mankind's past and (2) to prepare students who major in history for both teaching and continuing advanced studies in history.

A major in history leading to the Bachelor of Arts degree consists of forty-eight quarter hours above general education requirements, including 201, 202, 203, 315, and thirty-six hours in approved history electives, with a balance (a minimum of twelve hours each) in European and United States history courses. History majors should take all three quarters of English 201, 202, 203.

A minor in history consists of twenty-four quarter hours above general education requirements, including 201, 202, 203, 315 and twelve quarter hours in approved history electives.

A major in history leading to the Bachelor of Science degree and teacher certification consists of at least forty-two hours of history above general education requirements, including 201, 202, 203, 315, and thirty hours in approved history electives with a balance (a minimum of nine hours each) in European and United States history courses. History majors should take all three quarters of English 201, 202, 203.

The surveys of World and American history (101, 102, 103, and 201, 202, 203) are prerequisites to history courses on the 300 and 400 level.

For the curriculum in social science leading to the Bachelor of Science degree and teacher certification. (See page 137).

For the Master of Arts degree, a graduate student should take 33-36 quarter hours of work in history, including History 490 or 491, History 500; and, if a thesis is not submitted, History 548. A program of studies will be determined through counseling to meet the needs and interests of the individual graduate student.

COURSES OF INSTRUCTION IN HISTORY

101, 102, 103. World Civilizations (3,3,3).F;W;S.

A survey of world history: ancient and medieval; early modern; nineteenth and twentieth centuries after 1848.

- 201, 202, 203. History of the United States (3,3,3).F;W;S.
A survey of the history of the United States: 1492-1840, 1840-1900; 1900 to date.
- 301, 302, 303. History of England (3,3,3).F;W;S.
A survey of the history of England: to 1485; 1485-1715; 1715 to date.
306. North Carolina Social Studies (3).F;W;S.
A study of the geography, history and economic and social problems of North Carolina.
310. History of Europe, 1500-1660 (3).F.
A survey of European problems from the late Renaissance to the Peace of Westphalia. Special attention is to the Protestant Reformation, the Counter-Reformation, the consolidation of national monarchies, the Thirty Years War. and Pre-Restoration England.
311. History of Europe, 1660-1815 (3).W.
A study of European history from the Peace of Westphalia to the final defeat of Napoleon. Careful consideration is given to the revolutionary changes in England, the Enlightenment and enlightened absolutism on the continent, the French Revolution, and the Napoleonic era.
312. History of Europe, 1815-1920 (3).S.
A study of European problems from the conservative reaction after 1815 to the closing of the Paris Peace Conference in 1919. Emphasis is placed upon the various European revolutions, English reforms, and the rise of Germany and Italy.
313. History of Europe, 1920 to the Present (3).F;S.
A survey of European events from the aftermath of WWI to the general European scene since 1945. Emphasis is placed upon the ideological, economic, social, and nationalistic conflicts.
315. The United States and the Contemporary World (3).F;W;S.
A course which traces the historical antecedents of contemporary issues confronting the United States on both the foreign and domestic scenes.
- 320, 321. Constitutional History of the United States (3,3).F;S.
An historical survey of the constitutional aspects of American political, economic, military, religious, and civil developments from the formation of the Nation to the present: 1787-1876; 1876 to date.
- 340, 341, 342. History of Latin America (3,3,3).F;W;S.
A survey of the history of Latin America: from the conquests to the wars of independence; from the wars of independence to 1900; from 1900 to the present.
- 350, 351. Studies in American Biography (3).W;S.
A study of the lives, beliefs, and influence of a number of individuals

who both shaped American thought and reflected the American mind. History 350 includes the period of the early republic through Reconstruction; History 351 includes the period of United States history since Reconstruction.

405, 406. Economic History of the United States (3,3).W;S.

A study of the historical development of American economic society and its institutions: colonial period to 1865; 1865 to the present.

410, 411. History of United States Foreign Policy (3,3).W;S.

A history of the United States in world affairs: 1776-1880's; 1880's to the present.

430. Traditional East Asia (3).F.

A survey of political, social, and cultural developments of China and Japan from early times to the 19th century.

431. Modern East Asia (3).W.

A study of China's and Japan's response to the Western impact, with special emphasis on the cultural and institutional changes and the rise of Chinese nationalism and Japanese imperialism.

432. South and Southeast Asia (3).S.

An introduction to the political, social, and cultural history of India and Southeast Asia, with special attention to the current problems of the emerging nations.

440. Seminar in History (3).F;W;S.

A course, each on a special topic, especially designed for seniors who plan to seek graduate degrees in history.

SENIOR-GRADUATE COURSES

450. History of the United States, 1877-1920 (3).W.

A study of the industrialism, imperialism, and reform in the period from the Civil War through World War I, *Thompson, Fish*.

451. Recent History of the United States (3).F.

A history of the United States from 1920 to the present. *Fish, Antone*.

454. North Carolina History (3).W.

A study of North Carolina history from its establishment as a colony to the present. *Ramsey*.

456. Colonial America (3).S.

The social, political, and intellectual development of the thirteen colonies to 1763. *Ramsey*.

457. History of Modern Russia (3).F.

The Russian Revolution and the Communist state since 1917. *Ramsey*.

460. The Middle Ages (3).W.

European political, social, and religious life from the decline of the Roman Empire to about 1400. *Green*.

461. Renaissance and Reformation (3).S.
An examination of the meaning of the Renaissance in terms of humanism and the plastic arts; the background and principal developments of the Lutheran and Calvinist movements. *Green*.
462. History of Mexico (3).S.
A history of Mexico from the Spanish conquest to the present. *Ross*.
466. The French Revolution and Napoleon (3).F.
A course devoted to an intensive study of the origins, course, and consequences of the Revolution in France, and of its impact upon Europe as a whole during the Napoleonic era.
467. History of France (3).W.
A course in post-Revolutionary French history, 1815 to the present. An analysis of the political, social, and economic evolution of France during the nineteenth and twentieth centuries.
469. Development of the British Constitution (3).F.
A study of British political institutions, especially the monarchy, Parliament, and the Common Law of England, as they have evolved from the Anglo-Saxons to the present. *Gibson*.
470. History of the Romans (3).S.
The history of the Roman Republic from 133 B.C. to 2 B.C.; its political and territorial growth, and the significant political, social, and economic factors culminating in the Roman Revolution and the establishment of the Principate. *Gibson*.
471. History of Greece (3).W.
A study of the political, artistic, and intellectual achievements of Greek civilization from its origins to the Hellenistic Age. *Gibson*.
- 475, 476. Cultural-Intellectual History of the United States (3,3).F;S.
An examination of religion, social and philosophic thought, science, art, architecture, scholarship and higher education in the development of American civilization: 1776-1876; 1876 to the present. *Drozdzowski*.
480. The British Empire and Commonwealth (3).S.
A study of the evolution of the British empire-commonwealth from the end of the American Revolution to the present. *Thomason*.
485. The Negro in the American Experience (3).F.
A study of the Afro-American in American life from earliest slave origins to the present, including his African heritage, his forced Atlantic migration, his Americanization, and his contributions to and influences upon American life today. *Antone*.
490. European Historiography (3).W.
A study of the development of historical writing in the West from

ancient Greece to the present, with some attention to methodology, primary sources, and the philosophy of history. *Gibson*.

491. American Historiography (3).W.

A study of the history of historical writing in the United States from the seventeenth century to the present, including a review of the major schools of interpretation and of approaches to the understanding of United States history. *Drozdowski*.

GRADUATE COURSES

500. Bibliography and Research (3).F;SS.

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate students. *Van Noppen, Dixon*.

501. Interpreting American History (3).W;SS.

A review of American history through study of conflicting interpretations of great issues. *Dixon*.

502. Formation of the American Union (3).F.

A study of the period 1763-1800 in United States history. Emphasis is on the American Revolution, the Articles of Confederation, the Constitution, and on varying historical interpretations of these events. *Dixon*.

503. Civil War and Reconstruction (3).W.

An examination of the causes of the Civil War, the war and its impact on the sections, and Reconstruction with its effects on the South. *Van Noppen, Drozdowski*.

504. Jacksonian Democracy (3).W.

Political, social, and cultural changes in the United States during the second quarter of the nineteenth century and the forces which produced the changes. *Van Noppen*.

505. Interpreting European History (3).F;SS.

A review of European history through a study of interpretations of men, movements, and events in European history. *Green*.

507. The Old South (3).F.

The cultural, economic, and social history of the Southern states from early exploration to the Civil War. *Van Noppen*.

508. The New South (3).S.

The cultural, economic, and social history of the Southern states from the Civil War to the present. *Van Noppen*.

509. The West in American History (3).F.

The moving of the frontier of settlement in the United States and theories concerning its importance in shaping American civilization. *Van Noppen*.

100

DEPARTMENT OF HISTORY

510. United States Foreign Policy Since 1900 (3).S.

A history of the foreign relations of the United States from the late nineteenth century to the present. *Dixon.*

514, 515. Social History of England in the Nineteenth Century (3,3).F;S.

An examination of the seminal ideas of English thinkers from Bentham to the Fabian Socialists, social behavior as expressed in the reform movements, and cultural developments in the arts, religion, and science: 1789-1850; 1850-1914. *Gibson.*

520. Europe, 1815-1871 (3).F.

A study of European politics, diplomacy, society, and culture from the Congress of Vienna to the close of the Franco-Prussian War. *Thomason.*

521. Europe, 1871-1919 (3).W.

A study of the main trends of European history from 1871 to the Paris Peace Conference of 1919. Attention is focused upon analyzing the factors that contributed to the outbreak of World War I, the course of the war in Europe, and the settlement made at Paris. *Thomason.*

522. Europe, 1919-1945 (3).S.

A study of cultural, social, economic, and political developments in Europe from the Peace Conference of 1919 through the Second World War. Particular emphasis is placed upon the origin and nature of 20th-century totalitarian dictatorships. *Thomason.*

540. Seminar (3-6).W;S.

A specialized course involving advanced study, research, and writing by small groups in selected areas. Students may enroll twice in this course for a credit totaling six quarter hours; but in no case shall students receive credit for a seminar which duplicates the content of one for which they have previously received credit. *Staff.*

545. Seminar in the Teaching of History in College (1).F;W;S.

A course designed to familiarize graduate students with the problems of teaching history in college. The seminar approach allows students to reflect upon and discuss the philosophies of college teaching. It includes critical observation and analysis of the teaching by members of the history faculty of the university. Required of graduate students in the Junior College Program. *Staff.*

547. Institute on the Negro in American History (9).SS.

A six-weeks Institute conducted under the auspices of the United States Office of Education and authorized by Part D of the Education Profession Development Act. The first three weeks involve concentration on Negro history, literature, and culture. The second three weeks are given over to methodology of integrating Negro history into American history courses. *Antone.*

548. Independent Study in History

(3).F;W;S.

A program involving advanced study, research, and writing adapted to serve students' needs & interests. The student pursues a project approved by the instructor, department chairman, the Dean of the Graduate School, and the Dean of the College of Arts and Sciences. Prerequisite: Admission to candidacy. May be taken by candidates for the Master's degree in junior college & secondary education programs in lieu of a thesis.

550. Master of Arts Thesis *Staff*.

(3-6).F;W;S;SS.



DEPARTMENT OF MATHEMATICS

H. DURHAM, *Chairman*, C. ANDERSON, D. BOWMAN, G. BUCKLAND, R. CURD, M. EARGLE, R. ENSEY, G. FOX, F. FULMER, R. GRAHAM, W. HAWKINSON, A. MCENTIRE, L. PERRY, R. PUGH, R. RICHARDSON, P. SANDERS, R. SCHALK, J. SMITH, S. STACY, JR., B. TRIVETT, J. WILLIAMS.

A major in mathematics leading to the Bachelor of Arts degree consists of fifty-one quarter hours in mathematics above the 100 level, including 211-212-213, 321-322, 461-462, 471-472, 474-475, 477-478, and six quarter hours of approved electives.

A minor in mathematics consists of twenty-four quarter hours above the 100 level, including 211-212-213 and nine quarter hours in approved electives.

A major in mathematics leading to the Bachelor of Science degree and teacher certification consists of a minimum of fifty-one quarter hours in mathematics above the 100 level. This must include Mathematics 211-212-213, 321-322-323, 361-362, 491-492, one of the sequences 311-312 or 461-462, and nine hours of mathematics electives. Physics 150-151, 152 is also required for this major. It is strongly recommended that a student take two years of French or German.

A student beginning a graduate program of study leading to a master's degree in mathematics must have the equivalent of an undergraduate major in mathematics. A graduate major in mathematics consists of a minimum of 36 quarter hours in mathematics. This must include in two courses in algebra, two courses in topology, and two courses analysis from courses numbered above 500. Students preparing to teach in junior college will be required to take Mathematics 548 or Mathematics 550.

COURSES OF INSTRUCTION IN MATHEMATICS

101. Introduction to Mathematics (5).F;W;S.

A study of the logical structure of mathematics including such topics as elementary set theory and logic, number systems, and algebraic processes. This course or its equivalent is required of all students.

104. Mathematics For Elementary School Teachers (4).F;W;S.

A course designed for the future elementary school teacher who is not concentrating in mathematics. Includes a development of the real number system, Euclidean and non-Euclidean geometry, number theory, and problem solving. Prerequisite: Mathematics 101.

107-108. Algebra and Trigonometry (5-3.)F-W.

An integrated study of algebra and trigonometry including such topics as the real and complex number systems, algebraic relations and functions, trigonometric functions, and elementary theory of equations. For students planning to continue in mathematics beyond the freshman level.

211-212-213. Analytic Geometry and Calculus (5-5-5).F-W-S.

A study of coordinate systems, loci, limits, differentiation, integration, applications, series, partial differentiation, and multiple integration. Prerequisite: Mathematics 108.

311-312-313. Differential Equations (3-3-3).F-W-S.

A study of methods of solution of ordinary differential equations. Prerequisite: Mathematics 212.

321-322-323. Modern Algebra (3-3-3).F-W-S.

A study of fundamental set theory, relations, mappings, groups, number systems, integral domains, divisibility, congruences, modular arithmetics, fields, polynomials over integral domains and over fields, linear algebra, vectors and vector spaces, Galois fields, matrix theory, linear transformations, systems of linear equations, quadratic forms, and group representation. Prerequisite: Mathematics 213 or permission of instructor.

331-332-333. Mathematics for Elementary Teachers (5-5-5).F-W-S.

A study of the area of mathematics related to the modern elementary school curriculum. To be included are topics from abstract algebra, geometry, number theory, mathematical logic, trigonometry and intuitive calculus. Not open to mathematics majors. Prerequisite: Mathematics 101.

341. History of Mathematics (3).F.

A study of the development of mathematical thought.

343. Mathematics of Finance (3).S.

A study of simple and compound interest, annuities, amortization, sinking funds, depreciation, bonds, stocks, and life insurance. Prerequisite: Mathematics 108.

361-362. Introduction to Geometry (3-3).F-W.

A study of the development of Euclidean geometry including both the synthetic and the metric approach. Topics to be considered include parallelism and similarity, measurements, ruler and compass constructions, and consideration of at least one non-Euclidean geometry. Prerequisite: Mathematics 212 or permission of the instructor.

440. Undergraduate Seminar (Variable credit).F;W;S.

(Permission to register must be given by the department chairman.)

SENIOR-GRADUATE COURSES

453. Mathematical Logic (3).S.

A study of the sentential calculus, the calculus of classes, the restricted predicate calculus, and the extended predicate calculus. *Graham*.

456. Geometry for Elementary School Teachers (3).S;SS.

An informal treatment of aspects of geometry which are relevant to the elementary school curriculum. The topics considered include congruence, measure of segments and angles, constructions, parallels and parallelograms, similarity, space geometry, areas and volumes, and measurements related to circles. Not open to mathematics majors. *Fulmer*.

459. Foundations of Arithmetic (3).SS;Ex.

A study of the laws of arithmetic, concept of number, postulational treatment of number systems, logical reasoning. Not open to mathematics majors. *Williams*.

461-462-463. Introduction of Real Variables (3-3-3).F-W-S.

A rigorous treatment of the concepts of sequences, series, limit, continuity, differentiation, integration, and sequences and series of functions. *Perry*.

466-467. Introduction to Complex Variables (3-3).W-S.

An introduction to the study of complex variables to include such topics as line integrals, the Cauchy theorem, the Cauchy integral formula, Morera's theorem, and the Laurent Series. *Richardson*.

471-472. Introduction to Abstract Algebra (3-3).F-W.

A study of certain concepts from set theory, semi-groups and groups, rings, integral domains, fields, elementary factorization theory, groups with operators, modules and ideals, and lattices. Prerequisite: Mathematics 322. *Ensey*.

474-475. Introduction to Linear Algebra (3-3).W-S.

A study of vectors, vector spaces, matrices, linear mappings, determinants, scalar products, orthogonality, bilinear maps, characteristic polynomials, Hamilton-Cayley theorem, spectral theorem, Schur's lemma, and multilinear products. Prerequisite: Mathematics 322. *Smith*.

477-478. Introduction to Topology (3-3).F-W.

A study of the basic concepts of general topological spaces including such topics as elementary point set topology, product spaces, metric spaces and continuous functions. *Graham*.

481. Foundations of Geometry (5).F;S.

A treatment of projective geometry including both the synthetic and the analytic approach. Also to be considered is a study of the relation of Euclidean, affine and hyperbolic geometries to projective geometry. Prerequisite: Mathematics 362 and linear algebra. *Bowman, Hawkinson*.

491-492-493. Probability and Mathematical Statistics (3-3-3).F-W-S.

A study of probability and statistics based on discrete and continuous sample spaces. Prerequisite: Mathematics 213. *Perry, Schalk, Hawkinson*.

GRADUATE COURSES

511-512-513. Real Variables (3-3-3).F-W-S.

A study of the Lebesgue Integral leading to the proof and applications of the Lebesgue-Radon-Nikodym theorem. Prerequisite: Mathematics 462. *Graham, Richardson.*

516-517-518. Applied Mathematics (3-3-3).On demand.

A study of Fourier series, series solutions of ordinary differential equations, Laplace and Fourier transforms, solutions of partial differential equations by separation of variables, boundary value problems.

519-520. Functional Analysis (3-3).W-S.

A course to include the study of normability and metrizable of topological spaces, the category theorems, the closed graph theorem, convexity, and dual topologies. Prerequisite: Mathematics 472-478. *Durham.*

521-522-523. Abstract Algebra (3-3-3).F-W-S.

A study of groups, rings, modules, Galois theory, and representation theory to include an introduction to homological algebra and the theory of categories. Prerequisite: Mathematics 472. *Perry, Smith, Ensey.*

525-526. Theory of Numbers (3-3).W-S.

A study of the properties of integers, Euclid's algorithm, Diophantine equations, prime numbers, congruences, residues of powers, quadratic residues, and quadratic forms. *Smith.*

527-528-529. Linear Algebra (3-3).F-W-S.

Linear spaces, linear transformations, matrices, determinants, oriented linear spaces, tensor-algebra, exterior algebra, duality, inner product spaces, linear mappings of inner product spaces, symmetric bilinear functions, quadrics, unitary spaces, and invariant subspaces. Prerequisite: Mathematics 475. *Perry.*

531-532-533. Topology (3-3-3).F-W-S.

A study of such selected topics as Peano spaces, metric spaces, characterizations of arcs and simple closed curves, Euclidean topology, combinational topology, and algebraic topology. Prerequisite: Mathematics 478. *Durham, Curd.*

537-538-539. Complex Variables (3-3-3).F-W-S.

A course to include the residue calculus, algebraic and elliptic functions, conformal mappings, and the study of entire and meromorphic functions. Prerequisite: Mathematics 467. *Richardson.*

540. Graduate Seminar (Variable credit).F;W;S.

548. Independent Study in Mathematics (Variable credit).F;W;S.

Independent reading and research done under the supervision of a

designated member of the staff. Prerequisite: 18 hours of graduate mathematics.

550. Master of Arts Thesis (6).F;W;S.

COURSES OF INSTRUCTION IN COMPUTER SCIENCE

A minor in computer science consists of eighteen quarter hours.

251. Fortran Programming (2).F;S;SS.

A study of FORTAN programming language and flowcharts as applied to scientific problems. Intended for any student having a need for computer assistance. No prerequisite.

351. Introduction to Computer Science (4).F.

A study of the basic ideas of computers and their use, with emphasis on digital computers. Topics include number systems, boolean algebra, stored program concepts, system configurations, and current state of the art.

352. Technical Programming (5).W.

Compiler languages and their applications to linear programming, numerical analysis, and other topics are considered. Students will operate a computer or a remote terminal to run some programs. Prerequisite: CS 351.

353. Computability (5).F;S.

A study of finite-state machines, infinite machines, and other concepts fundamental to the developing theory of computability. Prerequisite: CS 352.

354. Individual Study in Computer Science (4).F;W;S.

Independent reading or research in the area of computer science under the direction of a staff member. Prerequisite: CS 352.

DEPARTMENT OF PHILOSOPHY AND RELIGION

W. STRICKLAND, *Chairman*, C. DAVIS, D. RICE, A. RUDOLPH, J. STINES, O. K. WEBB.

A major in philosophy and religion leading to the Bachelor of Arts degree consists of forty-two quarter hours including Philosophy 201, 202, 203, 301; Religion 201, 203, 302, 303, and eighteen quarter hours in approved electives. The department requires a student majoring in Philosophy and Religion to take nine quarter hours in English Literature (English 201, 202, 203; i.e., three quarter hours above general education requirements) and nine quarter hours in history above the requirements in General Education (History 201, 202, 203 or 311, 312, 313). To earn the Bachelor of Arts degree the student must complete nine quarter hours of a second year of a foreign language or higher. The department recommends that a major in philosophy and religion who anticipates graduate studies elect a second foreign language in addition to the one required in General Education (German and French are preferred).

A minor in philosophy and religion consists of twenty-one quarter hours.

COURSES OF INSTRUCTION IN PHILOSOPHY AND RELIGION**PHILOSOPHY****201. Ancient Philosophy (3).F;W;S.**

An introduction to philosophy through the study of the pre-Socratic philosophers and of Plato and Aristotle.

202. Medieval and Renaissance Philosophy (3).W.

A study of Neoplatonism, early Christian ideas and thinkers of the medieval and renaissance eras, with concentration especially on Augustine and Thomas Aquinas.

203. Modern Philosophy (3).F;W;S.

A study of the views of eminent philosophers of the seventeenth, eighteenth, and nineteenth centuries.

204. Contemporary Philosophy (3).S.

A study of the views of eminent philosophers of the twentieth century.

301. Logic (3).S.

A study of logic method, cogency and clarity in reasoning. The purpose is to develop the student's capacity for accurate reasoning and sustained reflection.

108 DEPARTMENT OF PHILOSOPHY AND RELIGION

302. Ethics (3).F;W;S.
A critical and historical examination of ethical systems and the meaning of moral ideas.
303. Aesthetics (3).W.
A study of aesthetic values in art, literature, music, architecture.
304. Philosophy of Religion (3).F.
A philosophical study of the nature and significance of religion. Types of religious systems, problems of religious language, and specific religious concepts will be considered.
305. Philosophy in America (3).S.
A study of the principal movements in philosophical thought in America; selected readings from outstanding American philosophers.
306. Philosophy of Science (3).F.
A critical-historical study of the meaning of science, the formation of scientific language and methodology, and the philosophical presuppositions and implications of scientific thought. (Not offered 1970-71).
307. Political Theory Through the Seventeenth Century (3).F.
A survey and analysis of political thought from Plato through the seventeenth century, including selected writings of Plato, Aristotle, Aquinas, and Machiavelli. (Also offered as Political Science 302).
308. Modern Political Thought (3).W.
An historical survey and philosophical analysis of political thought from the Reformation through the nineteenth century. (Also offered as Political Science 303).
309. Contemporary Political Thought (3).S.
A critical study of the principal political theories of the present day. (Also offered as Political Science 304).
310. The Enlightenment (3).F.
An intensive analysis of the philosophers and philosophical motifs that comprise the eighteenth century enlightenment. (Not offered 1970-71).
311. Nineteenth Century Philosophy (3).W.
A critical investigation and interpretation of the dominant philosophers and philosophical motifs of the nineteenth century. Particular attention will be given to Post-Kantian and Neo-Hegelian idealism, the romantic movement, and the philosophy of evolution.
401. Metaphysics and Epistemology (3).W.
Exploration of the problems of being and knowledge through study of selected philosophers.

402. Analytic Philosophy (3).S.

A systematic and critical study of the postivist, linguistic and analytic philosophies of the twentieth century. Particular attention will be given to Moore, Russell, Ayer, and Wittgenstein.

403. Phenomenology and Existentialism (3).S.

A critical-historical study of the origins and development of existentialist thought. Attention will be given to Nietzsche, Kierkegaard, and Husserlian phenomenology as a background for concentrated treatment of contemporary religious and atheistic existentialism.

404. Philosophies of History (3).S.

An intensive analysis and interpretation of the dominant philosophies of history from Augustine to Toynbee. Particular attention will be given to the writings of Augustine, Joachim of Floris, Machiavelli, Voltaire, Condorcet, Vico, Hegel, Marx, and Toynbee.

405. Philosophies of Personality (3).W.

A critical evaluation of modern theories of personality emerging out of the social sciences and philosophy in order to understand their contributions to an interpretation of the nature of man.

SENIOR-GRADUATE COURSES

451. Seminar: Studies in Ancient Philosophy (3).F.

An intensive study of one philosopher or philosophical movement from the Pre-Socratics to Neo-Platonism. The subject of this course will vary from year to year and barring duplication of subject matter a student may repeat the course for credit. Fall, 1970-71: Plato. Prerequisite: Philosophy 201 or permission of instructor. *Rudolph*.

452. Seminar: Studies in Medieval-Renaissance (3).W.

An intensive study of one philosopher or philosophical movement from St. Augustine to the Renaissance. The subject of this course will vary from year to year and barring duplication of subject matter a student may repeat the course for credit. Prerequisite: Philosophy 202 or permission of instructor. (Not offered winter, 1970-71).

453. Seminar: Studies in Modern Philosophy (3).S.

An intensive analysis of one philosopher or philosophical movement from 1600 to 1900. The subject of this course will vary from year to year and barring duplication of subject matter a student may repeat the course for credit. Spring, 1970-71: David Hume. Prerequisite: Philosophy 203 or permission of instructor. *Rice*.

454. Seminar: Studies in Contemporary Philosophy (3).S.

An intensive study of one philosopher or philosophical movement in the twentieth century. The subject of this course will vary from year to year and barring duplication of subject matter a student may repeat the course for credit. Prerequisite: Philosophy 204 or permission of instructor. (Not offered Spring, 1970-71).

460. Seminar: Special Problems in Philosophy (3).W.

This course is designed to provide an opportunity to undertake a thorough investigation of one major idea or problem of philosophical import. The topic will vary from year to year and, barring duplication, may be repeated for credit. Prerequisite: Permission of instructor. (Not offered Winter, 1970-71).

461. Independent Study (3-6).F;W;S.

Intensive reading, research, and student-faculty conference on special subjects for advanced students. By permission of the department and individual approval of the instructor concerned. On demand. *Staff*.

RELIGION

201. Introduction to the Old Testament (3).F;W;S.

An examination of the history, literature, and faith of the Old Testament.

202. Old Testament Prophets and Their Message (3).W.

The background, life, message, and present significance of the Hebrew prophets.

203. The Life and Teaching of Jesus (3).F;W;S.

A critical examination of the life and teaching of Jesus as presented in the Gospels of Matthew, Mark, and Luke.

204. Religion in America (3).F.

A survey of the development of religious thought and practice in the United States.

205. The Gospel of John (3).F.

An inquiry into the nature, character, and message of John's gospel.

301. The Life and Letters of Paul (3).W.

A survey of the life and teachings of Paul, giving special consideration to his contribution to the thought and spread of Christianity.

302. Religions of the World (3).W.

A study of primitive and ancient religions and the historical developments of Zoroastrianism and Islam.

303. Religions of the World (3).S.

A study of the historical religions of India, China, and Japan.

304. Hebrew Poetry and Wisdom Literature (3).W.

A study of the characteristics of Hebrew poetry and a survey of the contents of the poetical and wisdom books of the Old Testament with special emphasis on Job, Psalms, and Proverbs. (Not offered 1970-71).

305. Christian Ethics (3).S.

The nature of Christian ethics. Analysis of leading ethical themes based on the Christian Gospel. History of Christian ethical thought and discussion of such problems as freedom, politics, race relations, war and peace.

306. Early Christianity (3).F.

A study of Christianity from its origin to the fall of Rome, focusing on its struggles to interpret its mission in the context of the Roman Empire.

307. Medieval and Reformation Christianity (3).W.

Christian thought from the fall of Rome to the Reformation, including consideration of monastic thought, Christianity and Greek philosophy, the nature of the Christian Church, Augustine, Aquinas, Luther, and Calvin.

308. Modern Christianity (3).S.

A study of Protestant and Roman Catholic Christianity, focusing on the challenge of reason to faith and dogma.

401. Contemporary Religious Thought (3).W.

Study of the main developments in recent religious thought as seen in such twentieth century thinkers as Paul Tillich, Reinhold Niebuhr, Jacques Maritain, Martin Buber, Rudolf Bultmann, and Karl Barth. (Not offered 1970-71).

402. Religious Ideas in Literature (3).F.

Study of the religious ideas in the writings of such men as Milton, Donne, Dante, Browning, Dostoevsky, Faulkner, Beckett, Kafka, Camus, Sartre, MacLeish, and T. S. Eliot.

SENIOR-GRADUATE COURSES

454. Seminar: Studies in Contemporary Religion (3).S.

An intensive study of one theologian or theological movement in the twentieth century. The subject of this seminar will vary from year to year and barring duplication of subject matter a student may repeat the course for credit. Spring 1970-71: Contemporary Catholic Thought. Prerequisite: Religion 307 or 308 or 401 or consent of instructor. *Davis*.

460. Seminar: Selected Problems in Religion (3).F.

A thorough investigation of one major idea or problem of religious significance. The topic will vary from year to year and barring duplication a student may repeat the course for credit. Fall, 1970-71: The Nature of Man. Prerequisite: Consent of instructor. *Stines*.

DEPARTMENT OF PHYSICS

W. CONNOLLY, *Chairman*, R. FRANKS, G. LINDSAY, R. NICKLIN, J. WATSON.

A major in physics leading to the Bachelor of Arts degree consists of a minimum of forty-eight hours in physics above the 100 level including 211, 212, 213, 301, 302, 303, 304, 320, 330, 404, and 450. In addition, two quarter hours minimum must be taken from Experimental Physics (440, 441, 442) and ten quarter hours in approved physics electives. A physics major must take 9-12 quarter hours of Biology, Chemistry 101, 102, 103, or 104, 105, and Mathematics 107, 108 and 211, 212, 213, and 311, 312, 313.

A minor in physics consists of eighteen quarter hours above the 100 level including 211, 212, 213, and six hours of approved electives. A minor in physics requires Mathematics 107, 108 and 211, 212, and 213.

A major in physics leading to the Bachelor of Science degree and teacher certification consists of a minimum of forty-eight quarter hours in physics including 101, 102, 103 or 150, 151, 152, and 211, 212, 213, 301, 303, 320, and 450. In addition two quarter hours must be taken from Experimental Physics (440, 441, 442) and ten hours of approved physics electives. A physics major in this program must take 9-12 quarter hours of Biology, Chemistry 101, 102, 103, or 104, 105, and Mathematics 107, 108, and 211, 212, 213, and 311, 312, 313.

For the curriculum for a major in science and concentration in physics leading to the Bachelor of Science degree and teaching certification, see page 136.

COURSES OF INSTRUCTION IN PHYSICS

101-102, 103. General Physics (4-4-4).F;W;S;SS.

A study of the basic principles of physics; mechanics, heat, sound, electricity, magnetism, light, and modern physics. Prerequisite: Mathematics 107, 108 or equivalent. Lecture three hours, laboratory three hours.

150-151, 152. Analytical Physics (5-5,5).F-W,S.

An analytical and quantitative approach to classical and modern physics employing some calculus. Especially designed for students majoring in Chemistry, Mathematics, Physics, and Pre-engineering. Lecture four hours, laboratory three hours.

211, 212, 213. Intermediate Physics I, II, III (4,4,4).F,W,S.

An analytical and quantitative approach to classical physics employing calculus. A study of optics, radiation, mechanics, and electricity and magnetism. Designed for students majoring in physics. Prerequisite or corequisite: Mathematics 211, 212, 213. Prerequisite: Physics 101, 102, 103 or Physics 150, 151, 152. Lecture three hours, laboratory three hours.

215. Descriptive Astronomy (3).S;SS.

A study of the celestial sphere—sun, moon, planets, asteroids, meteors, comets; measurement of time; astronomical instruments. Prerequisite: Mathematics 101, or 107 and Basic Trigonometry. Lecture three hours. Same as Geology 215.

NOTE: Physics 101, 102, 103 or 150, 151, 152 and 211, 212, 213 or equivalent and Mathematics 211, 212, 213 or equivalent are prerequisite to all physics courses above the 200 level. Mathematics 311, 312, 313 corequisite to 300 level physics courses and prerequisite to all courses above the 300 level.

301-302. Mechanics (4-3).F-W.

A study of dynamics of rigid and non-rigid bodies, central force fields, vibrating systems; damped and undamped, wave motion, Lagrange's and Euler's equations. Lecture three hours, laboratory three hours for 301 and lecture three hours for 302.

303-304. Electricity and Magnetism (4-3).W-S.

A study of electric and magnetic phenomena, electrostatics, Gauss' Law, resistivity and conductivity, direct and alternating currents, electromagnetic induction, Maxwell's equations: Lecture three hours, laboratory three hours for 303 and lecture three hours for 304.

320. Modern Physics (3).F.

A study of the more recent discoveries and developments in physics. Relativity; x-rays; natural and artificial radioactivity; nuclear fission; cosmic rays; high energy accelerators. Lecture three hours.

330. Heat and Thermodynamics (3).S.

A study of the first and second laws of thermodynamics, including topics such as temperature measurements, transfer of heat; Maxwell's equations. Lecture three hours.

404. Nuclear Physics (3).F.

Theory of the atom, spectra, nuclear reactions, properties of Alpha, Beta and Gamma rays and their interactions with matter. Introduction to Wave Mechanics. Prerequisite: Physics 320. Lecture three hours.

440, 441, 442. Experimental Physics (Maximum 6).F;W;S.

Advanced laboratory in mechanics, heat, optics, sound, nuclear, physics, electricity and magnetism. Laboratory three hours for each hour of credit.

SENIOR-GRADUATE COURSES

450. Seminar (Maximum credit 3).F;W.S.
A study of current physics research results. *Franks*
453. Electronics (4).W.
Simple alternating current theory; vacuum, gas discharge tubes and transistors; thermionic emission; space charge phenomena; circuit analysis; electron ballistics; voltage and current amplifiers. Prerequisite: Physics 303. Lecture three hours, laboratory three hours. *Watson*.
455. Introduction to Statistical Physics (3).W.
A study of entropy, Maxwell's Thermodynamic equations, Maxwell-Boltzmann, Fermi-Dirac and Bose-Einstein statistics. Develops macroscopic thermodynamic relations from microscopic models. Prerequisite: Permission of instructor. Lecture three hours. Offered on demand, *Nicklin*.
- 460-461. Quantum Mechanics (3-3).F-W.
Non-relativistic quantum theory, including the Bohr theory, the Schrodinger theory, and perturbation theory. Constant potential problems, the hydrogen atom problem, and the harmonic oscillator problem will be considered in detail. Lecture three hours. *Franks*.
462. Quantum Mechanics (3).S.
Taught on demand. Prerequisite: Physics 460-461. Lecture three hours. *Franks*.
- 470, 471. Physics for High School Teachers (3,3).SS.
A study of the fundamental laws of physics with emphasis on demonstrations and methods. Designed for those currently teaching high school physics and for those planning to teach high school physics. Lecture three hours. Not an approved elective for physics majors or minors.
480. Introduction to Solid State Physics (3).S.
Elementary crystal structure, x-ray analysis of crystals, band theory of solids, study of electronic properties of metals and semiconductors. Lecture three hours. *Franks*.
- 490, 491, 492. Theoretical Physics (3,3,3).F,W,S.
Each quarter will be independent and will be devoted to separate topics such as: electric circuit theory, vector analysis and coordinate transformations, partial differential equations of physics, theory of relativity, waves, Fourier series and orthogonal functions. Lecture three hours. *Nicklin*.

DEPARTMENT OF POLITICAL SCIENCE

F. RICH, JR., *Chairman*, J. BARGHOTHI, H. DAVIS, A. HUGHES, R. JACKSON, P. MARTIN, F. UMAR.

A major in political science leading to the Bachelor of Arts degree consists of forty-two quarter hours including political science 200, 201, 202, 205, 302, 303, 304, 490 and eighteen hours in approved electives. The department requires a student majoring in political science to take nine quarter hours in history above the requirements in general education (History 201, 202, 203). To earn the Bachelor of Arts degree the student must complete nine quarter hours of the second year of a foreign language or more. The foreign language taken must be approved by the Department of Political Science.

A minor in political science consists of twenty-four quarter hours including 200, 201, 202 and fifteen quarter hours in approved electives.

The department also provides a concentration in political science for those majors in social science seeking the Bachelor of Science degree and teacher certification. See page 137.

COURSES OF INSTRUCTION IN POLITICAL SCIENCE**200. Introduction to Political Science (3).F;W;S;SS.**

Political Science as a discipline, its method and outlook. Introduction to scope and content of Politics: theory and operations of democratic and nondemocratic governments. Required of all Political Science majors and Social Science majors concentrating in Political Science.

201. American National Government (3).F;W;S;SS.

A study of the formation and development of the national government, its organization, functions, and powers. Prerequisite for all other courses in Political Science except Political Science 200.

202. Problems and Policies of American Government (3).F;W;S;SS.

A study of the policies, function, and programs of the national government. Specific policies in the area of labor, agriculture, business, welfare, civil rights, and national security are critically analyzed against a background of history, politics, and governmental institutions.

203. American State and Local Government (3).F;W;S;SS.
A study of the organization, functions, and powers of state, county, and municipal government in the United States.
205. Statistical Methods (3).F;W;S.
Same as Psychology 205.
206. Research Methods (3).W;S.
Same as Sociology 206.
302. Political Theory Through The Seventeenth Century (3).F;SS.
A survey and analysis of political thought from Plato through the seventeenth century, including selected writings of Plato, Aristotle, Aquinas, Machiavelli. Prerequisite: Political Science 200. (Also offered as Philosophy 307.)
303. Modern Political Thought (3).W;SS.
An historical survey and philosophical analysis of political thought from the Reformation through the nineteenth century. Prerequisite: Political Science 302. (Also offered as Philosophy 308.)
304. Contemporary Political Thought (3).S.
A critical study of the principal political theories of the present day. Prerequisite: Political Science 303. (Also offered as Philosophy 309.)
305. Government and Politics in Rural America (3).S.
A study of governmental organization and community power structures in rural America with emphasis on current problem areas such as law enforcement, public service facilities and finances. Prerequisite: Political Science 203.
306. Government and Politics in Urban America (3).F.
A study of the politics and problems of suburban and urban areas. The course will include government organization, community power structures, urban political organizations, and selected problems of urban government. Prerequisite: Political Science 203.
309. American Political Parties (3).F.
A study of the nature, organization, administration, function of political parties, with consideration given to their role in democracy, pressure groups, problems of American suffrage, political campaigning, Prerequisite: Political Science 200.
310. International Relations (3).W.
A survey of the problems in international relations, including power politics and organizations for settling international problems. Prerequisite: Political Science 200.
311. Comparative Government and Politics (3).F;W;S.
A general survey of the political systems and policies of developed, and underdeveloped nations. Prerequisite: Political Science 200.

- 320, 321. Constitutional History of the United States (3,3).F;W.
Same as History 320, 321.

340. Public Opinion and Propaganda (3).F.
(Same as Sociology 340)

A study of the media and techniques of propaganda, and of propaganda as an instrument of public opinion formation, concepts from Political Science and Sociology will be used in an analysis of the formation and nature of Public Opinion and pressure groups.

SENIOR-GRADUATE COURSES

450. Democracy and Communism (3).Ex.

A course designed for teachers with a limited political science background. An analysis of the basic concepts of democracy and communism and of the materials available for classroom instruction dealing with these competing ideologies. *Staff*.

451. Governments and Politics of Asia (3).F.

A study of the policies and institutions of the major Asian governments. Primary emphasis is given to the political evolution and current implementation of the major internal and foreign policies of Japan, China, and India. Prerequisite: Political Science 311. *Umar*.

452. Latin American Government and Politics (3).F.

The structure and dynamics of Latin American political institutions. Attention is given to formal institutions and to basic social, economic, and cultural factors. Prerequisite: Political Science 311. *Martin*.

453. Soviet Union (3).S;SS.

An analysis of the political and economic system of the Soviet Union and of Communism as a world movement; Soviet foreign policy before and after World War II. Prerequisite: Political Science 311. *Hughes*.

454. The Electoral Process (3).S.

An examination of the factors which contribute to an electoral choice. Both sociological and psychological influences are considered. Prerequisite: Political Science 309. *Hughes*.

455. American Political Thought (3).W.

A study of the main currents of political thought in the United States from 1776 to the present. *Davis*.

456. Intermediate Statistical Methods (3).W.
Same as Psychology 456. *Dowell*.

457. International Law and Organizations (3).S.

A study of the fundamental principles of International Political Organization, the development of public international law and attempts toward a politically organized world. Prerequisite: Political Science 310. *Umar*.

459. The Legislative Process (3).F.
A study of the structure, functions, and behavior of local, state, and national legislative bodies with emphasis on composition, leadership procedures, party and interest group roles, constituency influence and representation theory. Prerequisite: Political Science 200. *Davis*.
460. American Foreign Policy (3).S;SS.
A study of the political process by which contemporary foreign policy is made and executed. Prerequisite: Political Science 310. *Umar*.
461. The American Judicial Process (3).F;SS.
An examination of judicial systems, court procedures, appeals procedures, and the use of legal reference materials with selected cases. Prerequisite: Political Science 200. *Rich*.
- 462, 463. Constitutional Law of the United States (3,3).W;S.
An intensive study of the court decisions which have contributed to the contemporary interpretation of the American Constitution. Prerequisite: Political Science 461. *Rich, Davis*.
464. The Administrative Process (3).W.
A study of the historical development and functioning of administrative agencies at all levels of government. *Rich*.
465. Principles of Public Administration (3).W;SS.
A study of administrative organization, relationships, and controls in the United States with emphasis on national public administration. Prerequisite: Political Science 200. *Jackson*.
466. Administrative Law (3).S.
This course stresses the legal principles and practical doctrines involved in the work of administrative tribunals vested with quasi-legislative or quasi-judicial powers, or both. Prerequisite: Political Science 464. *Rich*.
467. Public Personnel Administration (3).S;SS.
A study of Public Personnel systems in the U.S. with major concentration on the national civil service system. Special emphasis is given to current research in the areas of leadership, informal organization, motivation and small group theory. *Jackson*.
469. Development of the British Constitution (3).S.
Same as History 469. *Gibson*.
470. Political Sociology (3).S.
Same as Sociology 470. *Lovrich, Hughes*.
490. Seminar: Scope and Methods of Political Science (3).F;W;S.
Barghothi.

GRADUATE COURSES

501. Readings and Research in Political Behavior (3).W.
A comparative analysis of the factors influencing political behavior,

political socialization and political participation. Prerequisite: Political Science 205, 206, 309, and 470. *Hughes*.

504. Problems of Constitutional Government in the United States (3).F;SS.

A course designed to provide individual or small group instruction for graduate students who are interested in extensive study of special problems of American Government. The course may be taken twice for a total of 6 hours credit. Prerequisites: Political Science 309, 455, and 459. *Rich, Hughes*.

505, 506, 507. Readings and Research in Empirical Political Theory (3,3,3).F,W,S.

An in-depth analysis of Political Belief Systems, recent Democratic Theories, and Political Personality. Prerequisites: Political Science 302, 303, 304, and 455. *Barghothi*.

508. Readings and Research in Public Law and Judicial Behavior (3).S.

An examination of the multiple roles of law and the judicial system in the formulation and execution of public policy to include the role of the judiciary in politics and government with emphasis on variables affecting judicial decision-making. Prerequisites: Political Science 461 and 470. *Rich*.

510. Democratic and Totalitarian Systems (6).SS.

A comparative analysis of constitutional democracy and totalitarian systems. Offered as a summer institute. *Rich, Hughes*.

511. International Law (3).F.

A study of the legal responsibilities and obligations recognized by the principal nations of the world. Prerequisite: Political Science 457. *Umar, Rich*.

512. International Organizations (3).S.

A survey of the structure and functions of such international organizations as the League of Nations, the United Nations, NATO, and other selected regional and specialized international institutes. Prerequisite, Political Science 457, International Law and Organizations. *Umar*.

513. Readings and Research in International Relations (3).W;SS.

This course will concern itself with in-depth treatment of the problems and policies of Developing Nations, the issues of Colonialism, Imperialism, Nationalism, and an examination of current methodological trends in the exploration of these problem areas. Prerequisite: Political Science 310 and 457. *Umar*.

515. Problems of Public Administration (3).F;SS.

Graduate seminar dealing with the development of contemporary organization and management theories. Use will be made of case studies in relating theory to administrative practices. Prerequisite: Political Science 465 or permission of instructor. *Rich*.

516. Problems of Public Personnel Administration (3).W;SS.

Graduate seminar dealing with theory and practices of personnel administration in the public service. Case studies will be extensively used in relating theory to practice. Prerequisite: Political Science 465 or 467 or permission of instructor. *Rich.*

550. Master of Arts Thesis (3-6).F;W;S;SS.



DEPARTMENT OF PSYCHOLOGY

W. SNIPES, *Chairman*, E. ALLEN, W. BRIGNER, H. BURTON, D. CLARK, J. CROUCH, M. DOWELL, D. DUKE, M. GILLEY, G. HUBBARD, B. G. JOHNSON, B. R. JOHNSON, I. KAUFFMAN, M. POWELL, R. STEENLAND, C. SUMMERS, G. WESLEY.

A major in psychology leading to the Bachelor of Arts degree consists of forty-two quarter hours of psychology including Psychology 201, 202, 205, 321 or 365, 364, 457, 458, one course from 301, 450, 451, 452, or 499 and eighteen hours of approved electives. A minor in psychology consists of twenty-one quarter hours including 201, 202, and approved electives.

COURSES OF INSTRUCTION IN PSYCHOLOGY**201. General Psychology (3).F;W;S.**

Emphasizes psychology as a science of human behavior; man as a biological organism in a social world; man as a motivated person with attitudes, emotions, needs, desires; man as a thinking, imagining, reasoning, learning person. Attempts to relate man to his biological, physical, cultural, and personal worlds.

202. General Psychology (3).F;S.

A continuation and extension of 201. Emphasis placed on emotional and social handicaps, cognitive processes, personality, group-related behavior, communication, and industrial psychology.

205. Statistical Methods (3).F;W;S.

A study of the basic principles and methods of descriptive and inferential statistics. Provides experience in the presentation and analysis of quantitative data.

301. Human Growth and Development (3).F;W;S.

A study of the interaction of biological and environmental factors in the growth of the individual from conception to maturity. Special sectioning of elementary and secondary majors is used to place emphasis on the pupils of the school age to be taught. Required of majors in elementary and secondary education.

302. Educational Psychology (3).F;W;S.

An analysis of the processes important in learning. The major concepts, theories, and research in learning, thinking, and development are emphasized. Special attention is given to educational applications. Required of majors in elementary and secondary education.

303. Principles of Behavior (3).F;W;S.

A study of the meaning, dynamics, and determinants of personality. Effective and unsuccessful kinds of adaptation are contrasted. Emphasis is placed on educational application. Required of majors in elementary and secondary education.

320. Motivation (3).F.
Theories and experimentally determined facts concerning drives, needs, preferences and desires. Prerequisite: Psychology 201.
321. Sensation and Perception (3).W.
Deals with the methods and approaches to the study of sensation and perception. Emphasizes theoretical interpretations and experimental results. Prerequisite: Psychology 202.
322. Language and Communication (3).S.
An introduction to psycholinguistics and verbal behavior. Includes acquisition, sequential structure and semantic aspects. Prerequisite: Psychology 201.
364. Principles of Learning (3).F.
A topic approach to the psychology of learning. Includes reinforcement, extinction, patterns of reinforcement, generalization, discrimination, transfer of training, retention, forgetting, etc. Prerequisites: Psychology 201 and 205.
365. Experimental Psychology (3).W.
A concentration upon the description of problems, methods, design and procedures for analyzing data. Prerequisites: Psychology 201 or 202 and 205.
375. Introduction to Rehabilitation (3).F.
A study of the historical development of vocational rehabilitation. Emphasis placed on the conceptual, philosophical, and legal aspects of the vocational rehabilitation program. Prerequisite: Psychology 201 or permission of instructor.
376. The Rehabilitation Process (3).W.
The concept of counseling in rehabilitation. The basic aspects of human growth and behavior; counseling definitions and theories. Prerequisite: Psychology 201 or permission of instructor.
- 440, 441, 442. Seminar in Psychology (1,1,1).F;W;S.
Consideration of some of the contemporary research issues in psychology. Opportunity for majors to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interests of students. Prerequisites: Eighteen hours of psychology or permission of chairman.
448. Independent Study (3).F;W;S.
Intensive reading, research and student-faculty conferences on special subjects for advanced students. Admission only with approval of the department.

SENIOR-GRADUATE COURSES

450. Psychology of Personality (3).F.
A study of factors involved in the development of personality. Prerequisite: Psychology 201. *Wesley, Clark.*

451. Social Psychology (3).W.
A study of social implications and applications of group stimulation, response, interaction, change and sometimes disintegration. *Duke*.
452. Abnormal Psychology (3).S.
A study of various abnormal phases of behavior; prevention and treatment of certain social-emotional problems; examination of recent clinical and experimental findings. Prerequisite: Psychology 201 or 303. *Wesley, Johnson, Gilley*.
455. Advanced Educational Psychology (3).F;W;S.
The psychology of learning as it applies to the learner, the learning process and the teaching situation. *Snipes, Dowell*.
456. Intermediate Statistical Methods (3).W.
Depth study of analysis of variance, analysis of covariance, correlation and regression, relationships to basic research and experimental design. Prerequisite: Psychology 205 or equivalent. *Dowell, Kauffman*.
457. Physiological Psychology (3).S.
An examination of the biological correlates of behavior, structure and functions of the sensory and motor systems, endocrine and metabolic processes. Prerequisite: Psychology 202 or permission of instructor. *Wesley, Brigner*.
458. History and Systems of Psychology I (3).F.
An overview of the origins and development of psychological concepts, movements and fields of study existing before and during the early 1900's. Emphasis placed on an understanding of the philosophical thought lying behind current psychological systems. Prerequisites: Twelve hours of psychology. *Dowell*.
459. History and Systems of Psychology II (3).W.
A depth study of twentieth century psychological systems and theories. Emphasis placed on an understanding of current psychological issues, formulations and methodologies. Prerequisite: Psychology 458. *Dowell*.
460. Psychology of Disability (3).S.
Examination of the physical, psychological, and sociological problems associated with handicapping conditions. Prerequisite: Psychology 201, 375 or permission of instructor. *Winford, Hubbard*.
466. Comparative Psychology (3).S.
Covers psychological processes in infrahuman organisms, the place of animal experimentation in psychology and animal research. Prerequisites: Psychology 201 and 205 or equivalent. *Duke, Kauffman*.
- 470, 471, 472. Industrial Psychology (3,3,3).F;W;S.
A survey of potential and actual applications of psychological principals and methods to the problems of business and industry. Attention given to the structure and dynamics of organizations, labor management relations and employee and consumer behavior. Prerequisite: Psychology 201. *Wells*.

499. Psychology of Early Childhood (3).F.

A study of the origin of life and the principles of growth operative during the prenatal, postnatal, infant and early childhood periods; the first five years of life. The laboratory is offered in conjunction with the Nursery School and gives opportunity for the student to develop understanding through systematic observation and individual case history studies. Lecture two hours, laboratory two hours. Prerequisites: Nine hours in psychology. *Snipes, Crouch.*

GRADUATE COURSES

500. Research Problems (1)(1)(1).F;W;S.

A study of research problems, types of research, organization and reporting of research. Required in the first three quarters of graduate study. (Meets two hours every other week). *Staff.*

501. Psychology of Late Childhood (3).W.

A study of childhood behavior from the ages of five through ten. Physiological, emotional, social and intellectual aspects are examined. Prerequisites: Nine hours of psychology or permission of instructor. *Snipes, Crouch.*

502. Psychology of Adolescence (3).S.

A consideration of the physical, intellectual, social and emotional changes expected during adolescence. Prerequisite: Nine hours of psychology or permission of instructor. *Snipes, Crouch.*

510. Psychology of the Gifted (3).W.

A study of the identification, needs, and motivation of the gifted and of research conducted with this group. *Winford, Hubbard.*

512. Psychology of the Socially and Emotionally Maladjusted (3).W.

Characteristics, identification and programs of prevention and re-education for both the emotionally disturbed and the socially mal-adjusted. *Wesley.*

514. Use and Interpretation of Group Tests (3).F;S.

Same as Education 514.

519. Analysis of the Individual (3).W.

An application of psychological principles and guidance techniques of self-appraisal of the personality of others. Prerequisite: Psychology 450. *Wesley, Gilley.*

526. Individual Intelligence Testing—Wechsler Scales (3).W.

A study of the development, standardization, administration and interpretation of the Wechsler Intelligence Scales. Supervised practice in administration. Prerequisite: Psychology 514 or equivalent. *Johnson.*

527. Individual Intelligence Testing—Stanford-Binet Scales (3).S.

A study of the development, standardization, administration and inter-

pretation of the Stanford-Binet Intelligence Scale. Supervised practicum in administration. Prerequisite: Psychology 514 or equivalent. *Johnson.*

528. Theories of Learning (3).F.

A course designed to promote understanding of the theories of learning of historical and current value. Prerequisite: Psychology 364 or 455. *Brigner, Kauffman.*

529. Advanced Experimental Psychology (3).S.

The application of experimental methods to a variety of psychological phenomena. Emphasis will be placed upon each student conceiving, conducting, and reporting an experiment. Prerequisite: Psychology 365 or equivalent. Lecture two hours, laboratory two hours. *Brigner, Kauffman.*

530. Theories of Personality (3).S.

A critical study of individual theories of personality structure and development with their characteristic research and influence. *Clark, Gilley.*

531. Advanced General Psychology (3).F.

A critical study of some of the major experimental and research findings and methods in contemporary psychology. Prerequisites: Psychology 202 and nine hours psychology. *Brigner, Duke, Kauffman.*

532. Evaluation of Exceptional Children (3).W.

A study of special diagnostic procedures with children who have physical, intellectual, sensory impairments. Prerequisite: Education 456 or equivalent. *Hubbard, Winford.*

534. Advanced Statistics (3).W.

A continuation of 456. Statistical estimation, inference, hypothesis testing, scaling, and the use of quantitative models in design and analysis of research. Prerequisite: Psychology 456 or equivalent. *Dowell, Kauffman.*

535. Advanced Abnormal Psychology (3).F.

A critical examination of major theories and data concerning the emotionally handicapped. Emphasis placed on recent findings and experimental research. Prerequisites: Psychology 450 or 530, 452 or permission of instructor. *Johnson, Gilley.*

540. Seminar in Psychology (3).S.

Consideration of some of the contemporary research issues in psychology. Opportunity for graduate students to consider a particular aspect of psychology in depth. Topics vary from year to year depending upon the interests of students. Prerequisite: Graduate status or permission of instructor. *Staff.*

548. Independent Study. *Staff.* (3).F;W;S.

550. Master of Arts Thesis. *Staff.* (6).F;W;S.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

A. DENTON, JR., *Chairman*, E. BORKOVIC, L. KEASEY, L. KITTREDGE, F. LOVRICH, M. MARCUM, M. SHERMAN.

The undergraduate major in Sociology and Anthropology is designed to provide a mature understanding of social behavior and to give preparation for a variety of careers. A student, with the assistance of his adviser, may select courses that will provide the foundation for careers in the professions, social work, social services, and governmental service. Further study in Graduate School is also possible.

A major in sociology and anthropology leading to the Bachelor of Arts degree consists of thirty-nine quarter hours above Sociology 201, including Sociology 205, 206, 461, Anthropology 210 and twenty-seven quarter hours in approved electives.

A minor in sociology consists of twenty-one quarter hours above Sociology 201, including Anthropology 210 and eighteen quarter hours in approved electives.

For the curriculum for a major in social science and concentration in sociology and anthropology leading to the Bachelor of Science degree and teacher certification, see page 137.

COURSES OF INSTRUCTION IN SOCIOLOGY AND ANTHROPOLOGY**SOCIOLOGY****198. Marriage and Family Relations (3).F;W;S.**

Analysis of the forms and functions of family relationships; sex roles, marital choice, procreation, and socialization; history of American family patterns and effects of contemporary social changes. *This course may not be counted toward a major or minor in sociology. Sociology majors and minors should take Sociology 305.*

201. General Sociology (3).F;W;S.

An introduction to the field of sociology. How society and its component parts are structured; analysis of the structure and function of social institutions and groups; relationships of the individual to society. *Prerequisite to all sociology courses except 198 and 203.*

203. Major Social Issues and Problems (3).F;W;S.

Critical analysis of some of the major social issues and problems current in American society.

205. Statistical Methods (3).F;W;S.

See Psychology 205 for course description.

206. Research Methods (3).W;S.
Relationship of theory to research; research design, sampling procedures, research analysis.
300. Criminology (3).F;S.
The study of crime and delinquency as social phenomena. Nature and types of criminal behavior, theories of causation, control and prevention; methods of treatment.
305. Family Organization and Interaction (3).F;W.
Analysis of family structure, functions, and relationships, Social-cultural differences in family behavior. Comparison of roles and values in various cultures.
310. Juvenile Delinquency (3).W.
Evaluation of knowledge and research in the causation and correction of juvenile delinquency; family background and socialization, individual life experience, cultural and ecological situations affecting delinquents; analysis of attempts to predict and control delinquency.
320. Collective Behavior (3).F.
Analysis of crowd, mass, public behavior; patterns of leadership, institutionalization and social control in social movements of various kinds and their effects upon the social order.
330. The Community (3).S.
Analysis of the structure and functioning of rural and urban communities; social organization and social change within and among communities.
340. Public Opinion and Propaganda (3).F.
See Political Science 340 for course description.
403. Industrial Sociology (3).W.
Theory and types of productive systems from an historical perspective; social structure and functions of industry and trade unionism; analysis of inter-relationships between industry and society.
405. Population and Society (3).W.
Systematic study of the growth and change of populations in relation to their cultural setting; trends in fertility, mortality, migration, composition. and population policies; national and international implications of recent population growth trends.
410. Field of Social Work (3).F;W.
Historical background, scope, philosophy, aims, and methods of social work; study of organization and methods utilized by local agencies; employment opportunities.
411. Social Welfare—Field Work (3).S.
Study of the relationships between a community's welfare needs and its social agencies; analysis of recent social welfare legislation. Pre-requisite: Sociology 410 and written permission of instructor.

440. Seminar (3-6).On Demand

Study, research and writing in selected areas. A student may enroll in this course twice for a total of six hours, providing the course content is non-duplicating. Prerequisite: Permission of instructor.

SENIOR-GRADUATE COURSES

450. Race Relations (3).F.

Analysis of intergroup relationships; the bases of conflict, accommodation and assimilation; the nature and consequences of prejudice and discrimination; evaluation of proposals for reduction or elimination of prejudice and discrimination. Prerequisite: Sociology 201 or 203. *Denton, Lovrich.*

451. Social Psychology (3).W.

Same as Psychology 451.

461. The Development of Sociological Theory (3).W;S.

Development of sociological theory from Auguste Comte (19th century) to the present. *Kittredge, Sherman.*

470. Political Sociology (3).S.

Social influences on political behavior; the relationship between political and other institutions. *Lovrich, Hughes,*

480. Sociology of the Family (3).S.

The origin and development of the family as a social institution; the contemporary family in various cultures; the relationship of the family to the economic, political, religious, and educational institutions in American society. *Keasey, Lovrich.*

GRADUATE COURSES

500. Bibliography and Research (3).F.

Kittredge.

502. Concepts in Sociology (3).F.

Systematic survey and critical analysis of selected sociological concepts and theories. *This course is for graduate students who have a limited background in sociology. Prerequisite: Permission of instructor or department chairman. Denton, Keasey, Sherman.*

508. Urban Sociology (3).W.

Urbanism as a way of life. Growth and development of urban areas, urban social organization, change and problems, ecological patterning, urban planning and social controls. *Denton, Lovrich.*

510. Social Structure (3).S.

An analysis of social stratification, its nature and function, caste, estates, classes, rank and prestige; community power structure; bureaucratic organization. *Denton, Sherman.*

515. Complex Organizations (3).F.

An examination of theories of large-scale organizations with a substantive, comparative analysis of types such as bureaucratic, prison, hospital, industrial, scientific, and voluntary organizations. *Kittredge*.

520. Demography (3).S.

A systematic survey and analysis of major theories of population growth and change. Intensive analysis of world population trends. *Denton*.

540. Seminar (3-6).On Demand

A specialized course involving advanced study, research, and writing by small groups in selected areas. Students may enroll twice in this course for credit totaling six quarter hours, but in no case shall students receive credit for a seminar which duplicates the content of one for which they have previously received credit. *Staff*.

548. Independent Study (3-6).F;W;S;SS.

550. Master of Arts Thesis (6).F;W;S;SS.

ANTHROPOLOGY

210. General Anthropology (3).F;W;S.

An introduction to the field of anthropology; a study of the major racial groups and their characteristics; archaeological evidence of cultural evolution and growth.

315. Cultural Anthropology (3).F.

The nature of culture and society; a study of a variety of cultures on different developmental levels, including social, economic, political, educational, and religious systems and their interrelationships; a comparison of preliterate with contemporary societies.

401. North American Indians (3).W.

An ethnographic survey of the American Indian cultures. Emphasis on cultural differences in social structure and personality.

440. Seminar (3-6).On Demand

Study, research and writing in selected areas in anthropology. A student may enroll in this course for a total of six hours, providing the course content is non-duplicating. Prerequisite: Permission of instructor.

SENIOR-GRADUATE COURSES

465. Folk and Peasant Cultures of the Modern World (3).S.

Descriptive and theoretical analysis of modern folk and peasant cultures in different areas of the world. Emphasis on problems of social change and urbanization. *Borkovic, Kittredge*.

The College of Education

BEN H. HORTON, *Dean*

The College of Education has primary responsibility for the preparation of young men and women as elementary teachers, secondary teachers, teachers in special subject areas, librarians, reading, supervisors, audiovisual directors, counselors, teachers for higher education, administrators for the public schools, and institutions of higher education.

DEPARTMENTS

The College of Education consists of the departments of Administration, Supervision, and Higher Education; Library Science; Special Programs; and Teacher Education.

The College of Education offers the Bachelor of Science degree with teacher certification in the fields of Elementary Education, Library Science, and Special Education in the area of mental retardation. The Bachelor of Science degree with teacher certification may also be earned in each of the following fields: Art; Biology; Chemistry; Economics and Business; English; French; Health and Physical Education; History; Home Economics Education; Industrial Arts; Mathematics; Music; Physics; Spanish; Speech; Science with concentration in Biology, Chemistry, Earth Science, or Physics; Social Science with concentration in Geography, Political Science, Sociology and Anthropology, or Economics; and Special Education in the area of speech and hearing.

BACHELOR OF SCIENCE DEGREE (with Teacher certification)

To earn the Bachelor of Science degree with teacher certification, it is necessary that the following requirements be met:

1. Completion of at least 195 quarter hours with a grade point average of at least 2.0 on all work attempted. A transfer student must have at least a 2.0 grade point average on all work attempted at Appalachian.

2. Completion of the general education requirements as outlined in the section on the General College, page 57. A candidate for the Bachelor of Science degree who takes a year course in a foreign language may substitute three hours of this for one of the three hour courses to be taken as an elective in Humanities except for Psychology 201.
3. Demonstration of proficiency in reading, speech, and written English.
4. Completion of a major consisting of 36 to 85 quarter hours from one of the fields listed below:

Art	Music
Biology	Physics
Chemistry	Science, with concentration in Bi-
Economics and Business	ology, Chemistry, Earth Science,
Elementary Education	or Physics
English	Social Science, with concentration
French	in Geography, Political Science,
Health and Physical	Sociology and Anthropology, or
Education	Economics
History	Spanish
Home Economics	Speech
Education	Special Education
Industrial Arts	Mental Retardation
Library Science	Speech and Hearing
Mathematics	

A student must have at least a 2.0 grade point average on all work attempted in the major. A transfer student must complete at least twelve quarter hours of work in his major at Appalachian and have at least a 2.0 grade point average on all work attempted at Appalachian in the major. With the exception of the science and social science major, specific requirements for each major preface the list of courses offered by the department. Requirements for the interdepartmental majors of science and social science are given on pages 136, 137.

5. Completion of professional education requirements as follows:

Education 301, 302, 303 or 304, 305	6 or 9* q.h.
Psychology 301, 302, 303	9 q.h.
Methods course or courses	3-9* q.h.
Education 404, 405, or 407	15 q.h.
	33-42*

*Education 202, 310, 401 or 402, and 403 are also required for majors in elementary education.

6. Electives to complete 195 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning settlement of all expense accounts and satisfactory citizenship.
9. Recommendation of the faculty.
10. Take the Common Examination and the Teaching Area Examination, if available in his field, of the National Teacher Examinations.

Meeting graduation requirements is the responsibility of the student.

A candidate for a North Carolina teaching certificate must meet the standards of the "approved program."

ADMISSION TO THE COLLEGE OF EDUCATION AND TO THE TEACHER EDUCATION PROGRAM

To be admitted to the College of Education and to the teacher education program a student must have:

1. Completed at least 90 quarter hours.
2. A quality point ratio of at least 2.0.
3. Completed
 - a. English 101, 102, 103.
 - b. Six hours from English 201, 202, 203.
 - c. History 101, 102, 103.
 - d. Speech 101.
 - e. Mathematics 101 or 107.
 - f. A year of Natural Science.
 - g. Three quarter hours of Physical Education activity courses.
4. Demonstrated proficiency in reading, speech, and written English.
5. Been accepted by a department as a major in that department.
6. A recommendation from the chairman of the department in which the student is majoring.
7. A recommendation from the Dean of Student Affairs that the student has no health, personality, or citizenship deficiency detrimental to the welfare of pupils.

If a student does not satisfy all of these conditions, he may, with the approval of the Dean of the College of Education, be admitted provisionally. A student admitted provisionally must remove any deficiency by the beginning of his tenth quarter at Appalachian. If he does not, he is not eligible for continued enrollment.

Students who wish to be considered for admission to the College of Education and to the teacher education program will make application during the spring quarter of the sophomore year. Transfer students above sophomore standing may be admitted on a tentative basis, but they must submit formal application during their first quarter of enrollment. The following procedure will be observed.

- Step 1. Application blanks for admission to the College of Education will be secured by the student from the office of the Department of Teacher Education. Completed application blanks will be filed with the Department of Teacher Education.
- Step 2. Application blanks will be routed to the Registrar's Office. This office will check items relevant to proficiencies, hours completed, and grade point average.
- Step 3. Registrar's Office will route applications to the Office of the Dean of Student Affairs. The Dean of Student Affairs will indicate on the application any health, personality, or citizenship deficiencies.
- Step 4. The Dean of Student Affairs will return applications to the Department of Teacher Education.
- Step 5. The Chairman of the Department of Teacher Education will then prepare a master list indicating students eligible to enroll in the College of Education. Letters of notification will follow.

STUDENT TEACHING

During the fall, winter, spring or summer quarter of the senior year each student who is taking a program leading to teacher certification is expected to do student teaching for one quarter in the field for which he has been preparing. This work will consist of full-time teaching under the guidance of a competent and experienced teacher. The student will spend full time in the school where he does his student teaching, and his formal teaching load will be gradually increased until he has an opportunity to carry

from one-half to all the teaching load of his supervising teacher. Student teaching provides the student professional laboratory experience in the same activities in which the regular teacher engages. In addition to the regular classroom teaching activities the student will experience and share in the extra-curricular activities of the school, community activities, professional activities such as faculty meetings, routine activities, such as making reports, and meeting and working with parents.

The assignment of a student to a particular school or laboratory situation will be based upon the needs, interests, and abilities of the individual student and the characteristics of the particular school.

Student teaching assignments in off-campus schools will conform to the local schedule with reference to the Thanksgiving, Christmas, and Easter holidays.

CONDITIONS PREREQUISITE TO STUDENT TEACHING

The following requirements must be met prior to student teaching:

1. Application must be filed not later than the last day of fall quarter preceding the school year, September 1 to August 31, in which the student expects to do student teaching.

2. A student who has applied for student teaching, and has been officially checked by the registrar as having a 2.0 both in his overall program and major field (and is eligible in all other respects), will be unconditionally placed. Any others who may be tentatively placed must have a grade point average of at least 2.0 both in his overall program and major field by the end of the quarter immediately preceding student teaching.

3. A student must have the recommendation of his academic adviser and the approval of the chairman of the department in which he is majoring. A student who is planning to graduate in three calendar years may register for student teaching in the ninth quarter.

4. *Elementary, kindergarten, or special education majors*—A student must have the approval of the Chairman of the Department of Education. Prior to student teaching, elementary majors must have completed Education 302 and 303, Education 310, 401, or 402

and 403, and Psychology 301 and 302. Education 301 and Psychology 303 may be taken prior to or following student teaching, but is a requirement for graduation.

5. *Secondary Majors*—A student must have the approval of the Chairman of the Department of Teacher Education. Prior to student teaching, secondary majors must have completed Education 305, the required methods course, and Psychology 301 and 302. Education 304 may be taken prior to or following student teaching, but is a requirement for graduation. A student may qualify under either the elementary or secondary requirements if he is a major in a special subject (art, health and physical education, library science, or music).

6. Each applicant must agree to give full time, one quarter, to student teaching.

TEACHER CERTIFICATION

For a regular Class A Certificate in North Carolina, a candidate must make a composite minimum score of 950 on the National Teacher Common examination and the teaching Area Examination. When a teaching area examination is not available, a minimum score of 475 on the Common Examination is required for a regular Class A Certificate. A candidate who makes a minimum composite score of 875 on the National Teacher Common Examination and the Area Examination will be given probationary certification for one year. When a teaching Area Examination is not available, a minimum score of 425 on the Common Examination is required for probationary certification for one year. No certification is issued to an applicant who fails to make the minimum scores as are herein stated.

“A candidate must meet all requirements for the Class A Certificate (and below) on rating involved and in addition attain the required minimum composite score on a combined common examination and the appropriate teaching area(s) examination. *When adding a new field at the same level of the certificate already held, only the examination (if available) in the new field is required (e.g., one holding a social studies certificate and desiring to add the subject English will be required to meet the minimum score of 475 in the area of English). If an examination is not available in the new field, the score requirement is not applicable.* Seeking a change in certificate will in no way affect the presently

held certificate or rating. The composite score provision is not applicable to the graduate and advanced certificates. As indicated in the score table above, a minimum score is required on each part of the examination.”

All transcripts showing that the student is qualified for a teaching certificate bear this notation:

This is to certify that (name) has satisfactorily completed the regular National Council for Accreditation of Teacher Education accredited program of this institution for the preparation of teacher and that (he or she) is specifically prepared to teach (subject). This applicant has met all other appropriate standards of this institution which are required for full recommendation for teaching.

INTERDEPARTMENTAL MAJORS LEADING TO TEACHER CERTIFICATION

CURRICULUM IN SCIENCE

A major in science leading to the Bachelor of Science degree and teacher certification must include Mathematics 107, 108; Biology 101-102-103; and two of the following three sequences: Chemistry 101-102-103 or 104-105; Physics 101, 102, 103, or 150-151, 152; Geology 101, 103; plus a concentration in one of the areas below.

A concentration in biology includes Biology 201, 202, 203, 204, 205, 206, 301, 307, 308, 309, 454, and 455; Chemistry 101-102-103 or 104-105; Physics 101, 102, 103.

A concentration in chemistry includes Chemistry 106, 201-202-203, 301-302-303, and 401-402; Mathematics 211-212-213; Physics 101, 102, 103, or 150-151, 152.

A concentration in physics includes Physics 211, 212, 213, 301, 303, 320, 440, 441, 450, and ten hours of electives in Physics courses numbered above 200; Chemistry 101-102-103 or 104-105; Mathematics 211-212-213, 311-312-313.

A concentration in earth science includes Geography 101 and 203; Geology 210, 215, 310, 311, 312, 313, and eighteen hours of approved electives; plus either Chemistry 101-102-103 or 104-105 or Physics 101, 102, 103.

CURRICULUM IN SOCIAL SCIENCE

A major in social science leading to the Bachelor of Science degree and teacher certification consists of eighty-seven quarter hours in social science including general education requirements in social science. This must include thirty-three quarter hours in history including History 101, 102, 103, 201, 202, 203, 315 and twelve hours from approved history courses numbered at the 300-400 level. The social science major must complete Geography 101, 102; Political Science 201, 202, 203; Sociology 201, 203 and Anthropology 210; and Economics 201, 202, 203. In addition, the social science major may complete a concentration of at least an additional eighteen quarter hours in geography, political science, sociology and anthropology, or economics.

The social science major may elect to take a spread in the various fields of social science. If so, eighteen hours of approved electives in social science will replace the eighteen hours of concentration.

A concentration in geography of the social science major must include Geography 203, 210, 311, and nine quarter hours approved by the department. The person taking a concentration in geography will take Geology 101 and 103 to satisfy the general education requirement in natural science.

A concentration in political science of the social science major must include eighteen quarter hours of work approved by the department.

A concentration in sociology and anthropology of the social science major must include Sociology 205, 206, 461 and nine quarter hours approved by the department.

A concentration in economics of the social science major must include Economics 301 or 302 and fifteen quarter hours approved by the department.

COURSES OF INSTRUCTION

Courses are listed by departments in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 499 for seniors; 450 to 499 for seniors and graduates; 500 and above for graduates. Courses open to lower classes are also open to upper classes. For courses numbered 450 and above the name of the professor who ordinarily teaches the course is given in *italics* following the course description.

The figure in brackets preceding a course title indicates the course number used in the catalog of 1969-70.

The figure in parentheses after the course title tells the credit in quarter hours; for example the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarters offered indicates that the course is a one quarter course and is repeated in a subsequent quarter.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw courses for which there is insufficient enrollment.

**DEPARTMENT OF ADMINISTRATION,
SUPERVISION, AND HIGHER EDUCATION**

N. SHOPE, *Chairman*, W. ANDERSON, R. BLANTON, G. BOLICK, L. COOPER,
N. KANNWISCHER, N. MILLER, R. RANDALL, N. SHELTON.

The Department of Educational Administration, Supervision, and Higher Education is responsible for organizing and providing instructional programs leading to certification of personnel for administrative and supervisory positions in education, organizing and providing related courses, programs, and services designed to meet the needs of administrative and supervisory personnel in elementary and secondary schools and in higher education, and organizing and providing programs and services designed in cooperation with schools or other agencies relating to any areas of improvement and progress in educational institutions. The department also provides advisory and administrative services essential to the effectiveness of its program.

**COURSES OF INSTRUCTION IN ADMINISTRATION,
SUPERVISION, AND HIGHER EDUCATION**

GRADUATE COURSES

500. Research in Education (3).F;W;S.

A study of the various types of research and the logical organization of research and reporting; required in first quarter for persons working for Master of Arts Degree in any area in education, industrial arts, library science. *Staff*.

501. Public School Administration (3).F;SS.

A study of basic structure, organization, and administration of American public education; the role of the various agencies and administrative personnel; financial support; special problems. Prerequisite: three years' teaching experience. *Randall, Shope*.

502. Organization and Administration of the Secondary Schools (3).F;SS.

A study of secondary education and administration, research, curriculum, schedule making, opening and closing of school. Prerequisite: three years' teaching experience. *Randall*.

503. Problems of the Public School Administrator (3).SS.

A study of the practical problems involved in administering the public schools. Prerequisite: three years' teaching experience. *Blanton*.

504. Organization and Administration of the Elementary School (3).W;SS.

A study of the role of the administrator in modern elementary education. Prerequisite: three years' teaching experience. *Anderson*.

505. Supervision of Instruction (3).S;SS.
A study of the nature and function of supervision, recent trends, teacher participation in policy formation, the organization and planning of supervision. Prerequisite: three years' teaching experience. *Blanton*.
515. Organizing and Planning Student Teaching (3).F;SS.
A study of the origin and development of student teaching, including present status and trends, experiences prior to student teaching, selection of schools and supervising teachers, selection and placement of student teachers. *Staff*.
516. Supervision of Student Teaching (3).S;SS.
A study of general techniques of a supervising teacher, including observation, guiding student teachers in planning, orientation of student teachers, student teacher participation, and evaluation. Available as a workshop by invitation. *Staff*.
517. School Supervision (3).SS.
This course is planned for students preparing for positions as general county and city supervisors. *Staff*.
518. Public School Finance (3).S;SS.
A study of educational theory and operating principles which will contribute to the understanding of the nature of problems of public school finance. Prerequisite: Three years' teaching experience. *Shelton*.
525. Problems in Educational Administration (3 or 6).F;W;S.
A study of current trends, issues, and problems related to the organization and administration of the instructional program. The course is designed for school administrators and other present and prospective educational leaders. May be offered as a six-hour field study. *Shelton*.
542. Instruction Program of the Two-Year College (3).F;W;S;SS.
An analysis of the curriculum and techniques of instruction in the comprehensive community college. Attention is also given to studying the philosophy and purposes. *L. Cooper*.
543. Organization and Administration of the Two-Year College (3).SS.
A study of the various types of two-year colleges and how they are administered at the state and local levels. Emphasis is placed on North Carolina's community colleges. *Bolick*.
544. Seminar on the Two-Year College (3).F;W;S;SS.
Discussion and analysis of the problems, research, and recent trends in the two-year college. *L. Cooper*.
545. Practicum in College Teaching (3).F;W;S.
Supervised experience in college teaching. Open only to graduate assistants and graduate fellows. *L. Cooper*.

548. Independent Study. *Staff.* (3).F;W;S.
549. School Building Planning (3).W;SS.
Emphasis upon educational planning of teaching space and facilities, planning buildings for newer instructional equipment, power requirement, efficient use of existing facilities, economical housekeeping and maintenance programs. *Randall.*
550. Master of Arts Thesis (6).F;W;S.
552. Supervision of Instruction in the Two-Year College (3).SS.
Organization and planning of supervision, the development of skills in cooperative planning, and the evaluation of activities for the college student. *L. Cooper.*
553. Planning the Community College (3).S.
Analyzing communities and determining aims and objectives in planning curricula in general education and vocational education for the community college. *L. Cooper.*
560. School Law (3).W;SS.
The purpose of the course is to analyze the fundamental principles underlying the relation of the state to education and to reduce to systematic organization the principles of the case or common law which are applicable to practical problems of school organization and administration. The course will also consider the duties and responsibilities of personnel in the school system. *Shelton.*
574. Teaching Internship in the Two-Year College (6-9).F;W;S.
Supervised experience in a community college or technical institute. Open to graduate students in the junior college program who have completed one-half or more of their course work. *L. Cooper.*
575. Internship in Education Administration (6).F;W;S.
Leadership and management experiences under the direction of competent principals, supervisors, superintendents or other appropriate administrators. *Shelton.*
576. Internship for Supervising Teachers (3).F;W;S.
A program designed for regularly employed public school teachers in which experiences will be provided to enable a supervising teacher to do a better job of supervising the work of a student teacher. *Staff.*
580. History of American Education (3).S;SS.
A study of the historical development of education in the United States. Special emphasis is given to educational concepts and practices as they relate to political, social, and cultural developments in the growth of a system of public education. *Melton.*
584. Administrative Internship in the
Two-Year College (3-9).F;W;S.
Supervised administrative experience in a community college or technical

DEPARTMENT OF ADMINISTRATION, SUPERVISION,
AND HIGHER EDUCATION

institute. Open to graduate students in the junior college program who have completed one-half or more of their course work. *Bolick.*

601. Seminar in Educational Leadership. *Shope.* (3 or 6).F;S.

625. Advanced Problems in Educational
Administration (3-6).F;W;S.

Open to sixth-year students only. *Shelton.*



DEPARTMENT OF LIBRARY SCIENCE

D. COX, *Chairman*, M. BUSBIN, JR., I. JUSTICE, M. NEWMAN, E. QUERY, M. WILSON.

A major in Library Science leading to the Bachelor of Science degree and certification as school librarian consists of Library Science 301, 302, 305, 306, 307, 401, 402, 450, 451 or 452 or 453, 454, 456, and 475; English 301, 302, 303, 304 or 305 or 314 or 315; History 203; Education 301 and 302 or 304 and 305, 404, 466 and 475; and Psychology 301, 302, 303.

A minor in library science leading to the Bachelor of Arts degree consists of twenty-four quarter hours, including Library Science 301, 302, 401, 475, and twelve quarter hours in approved electives.

A student may qualify for a Library Science Certificate in North Carolina by completing an approved program of twenty-seven quarter hours in library science and nine quarter hours in Audio-visual Education.

A student may qualify for a Teacher-Librarian Certificate by completing an approved program of eighteen quarter hours in Library Science in addition to the applicant's certification in another area.

COURSES OF INSTRUCTION IN LIBRARY SCIENCE

300. Library Materials and Resources for
Elementary Teachers (3).F;W;S.
Aids and sources of information concerning books and materials; basic factors and problems in selection; the use of books and libraries as resources for teaching materials. Not open to library science majors.
301. Introduction to Librarianship (3).F;SS.
Historical background of the library profession; objectives and functions of the modern library; library standards; survey of professional literature.
302. Reference Sources and Services (3).W;SS.
Evaluation and use of basic reference materials; citation and bibliographic form; techniques and procedures in reference work.
304. Children's Literature (3).F;W;S.
Developing a background in the history of children's literature, evaluating modern writers and illustrators of children's books, and studying the various phases of literature which should be presented to elementary children. Not open to library science majors.
305. Selection of Library Materials (3).F;SS.
Basic factors, problems, and aids in the selection of books and materials.

306. Books and Materials for High School Libraries (3).S;SS.
Books and materials in relation to adolescent needs and interests and the high school curriculum. Prerequisite: Library Science 305.
307. Books and Materials for Elementary School Libraries (3).W;SS.
Books and materials in relation to children's needs and interests and the elementary curriculum. Prerequisite: Library Science 305.
- 401-402. Organization and Administration of the School Library (3-3).F;W;S;SS.
Acquisition, processing, circulation of materials; student assistants; records and reports; attendance and scheduling; library quarters and equipment; professional relationships; evaluation of library services.

SENIOR-GRADUATE COURSES

450. Organization and Administration of Non-Book Library Materials (3).W;S;SS.
Acquisition, preparation, housing, and circulation of non-book library materials. *Staff*.
451. Literature of the Humanities (3).F;SS.
A survey of special reference works, bibliographies, and landmark books in the areas of literature, philosophy and religion. Prerequisites: Library Science 302, 305. *Justice*.
452. Literature of the Social Sciences and the Fine Arts (3).W;S;SS.
A survey of special reference works, bibliographies, and landmark books in the areas of biography, history, travel, the social sciences, and the fine arts. Prerequisites: Library Science 302, 305. *Justice*.
453. Literature of Science and Technology (3).W;S;SS.
A survey of special reference works, bibliographies, and landmark books in the pure and applied sciences. Prerequisites: Library Science 302, 305. *Justice*.
454. Literature for Young Adults (3).W;S;SS.
Discussion and evaluation of contemporary literature, both adolescent and adult, available for young adults. Comparison between classic and modern books for youth. *Busbin*.
455. Interpreting Books to Readers (3).F;S.
Storytelling, annotations, book reviewing, the book talk, radio, television, story recordings. Prerequisite: Library Science 304 or 307. *Justice*.
456. Critical History of Children's Literature (3).F;SS.
A survey of the origins and development of literature for children in

England and America from Anglo-Saxon times to the present. Critical analysis of what has endured and why. *Justice*.

457. School Library Workshop. *Staff*. (3).SS.
458. Junior College Library Workshop. *Staff*. (3).SS.
467. Correlating Teaching with the Library (3).F;S;SS.
Planned to help the classroom teacher understand better the function and use of the school library as a means of vitalizing teaching. Not open to library science majors. *Busbin, Cox*.
475. Cataloging and Classification (3).F;W;SS.
Study of the principles of cataloging and classification of books and non. book materials. Preparation of a practice file and manual. *Busbin*.
476. Children's Literature Workshop. *Staff*. (3).SS.

GRADUATE COURSES

A minimum of twenty-seven undergraduate hours in library science is prerequisite to graduate courses.

500. Research Methods in Librarianship (3).F;SS.
A survey of scientific methods of research with application to specific problems in librarianship. *Cox*.
501. American Library Resources (3).W;SS.
A survey of agencies, activities, materials, methods, and devices which support, assist, or develop libraries and librarianship. *Staff*.
502. Administration and Supervision of School Library Systems (3).SS.
Designed for the experienced school librarian in preparation for supervisory positions in large units of school library service. Involves a critical study and analysis of problems in organization and administration of city, county, and state school library systems. *Cox*.
503. Reading Interests and Guidance (3).S;SS.
Implications of research in reading interests of children and young people. Methods and materials for guidance in their use. Open to non-majors. *Busbin, Cox*.
504. Advanced Reference and Bibliography (3).W;SS.
Special reference problems, methods and materials for the large school library and the college library. Includes cooperative aspects of librarianship, the development of national and international bibliography, and the implications of automation in libraries. *Staff*.
505. Advanced Cataloging and Classification (3).S;SS.
Specialized cataloging and classification problems and processes. *Staff*.
506. History of Libraries (3).F;SS.
The development of the library as a cultural institution in ancient, medieval and modern times. *Justice*.

507. History of Books and Printing (3).S;SS.
The development of books and other records from ancient times to the present. Includes the history of writing materials, the alphabet, manuscripts, printing, illustrating, and modern book production. *Justice.*
508. The Library and the Community (3).F;SS.
The place of the library, school, college and public, in the community and its relation to the agencies and resources of the community. *Query, Staff.*
510. Organization and Administration of the College Library (3).S;SS.
511. Government Publications (3).SS.
The nature and scope of United States government publications, with some attention given also to state, municipal, foreign, and international publications. Problems in their acquisition, organization, and use. *Justice.*
512. Use of Materials with Students and Teachers (3).F;SS.
Materials and methods for more effective use of library resources in various curriculum areas in the school. Open only to library science majors. *Cox.*
513. Problems and Trends in School Libraries (3).S;SS.
An advanced course to consider recent developments in curriculum, teaching techniques, physical facilities, and innovations in library service, that affect the school library. *Cox.*
540. Seminar. *Staff.* (Variable).F;W;S.
548. Independent Study. *Staff.* (3,6).F;W;S;SS.
550. Master of Arts Thesis (6).SS.

DEPARTMENT OF SPECIAL PROGRAMS

E. HARRILL, *Chairman*, R. CULYER, E. DEDMOND, M. HUBBARD, D. JENKINS, J. LAYTON, R. MCFARLAND, H. PADGETT, U. PRICE, J. PRITCHETT, D. ROBINSON, D. SMITH, E. STODDARD, J. WINFORD.

The Department of Special Programs is responsible for organizing and providing instruction programs leading to certification of personnel in specialized school services in counseling and guidance, reading, audio-visual media, and special education. The department is responsible also for advisory and administrative functions essential to the effectiveness of the programs.

A student preparing to teach special education with emphasis on mental retardation must complete Art 201; Education 202, 301, 302, 303, 320, 401 or 402, 403, 404, 451, 452, 454, 455, 456; General Science 401; Health 401; History 306; Industrial Arts 458; Library Science 304; Music 301-302-303; Physical Education 350, 351, 352; Psychology 301, 302, 303, 460; Sociology 201; Speech 304, 305.

A student preparing to teach in special education is required to take the Common Examination and the Elementary Education Examination of the National Teacher Examinations.

COURSES OF INSTRUCTION IN SPECIAL PROGRAMS**010. Remedial Reading (0).F;W;S.**

For students who are not proficient in reading.

100. Developmental Reading (1).F;W;S.

This course is designed to afford immediate improvement of reading skills and study habits to enable freshmen to carry out the academic requirements of college.

310. Foundations of Reading (3).F;W;S.

This course deals with the nature of the reading process, knowledge and application of basic skills. Required of majors in elementary education.

320. Introduction to Exceptional Children (3).F;W;S;SS.

An overview of the various types of exceptional children; impaired and gifted. Emphasis on characteristics, identification, educational programming, and cooperating agencies.

401. Reading on the Primary Levels (3).F;W;S;SS.

Deals with the teaching of reading on the primary level. Prerequisites: Education 302 or 303, 310; Psychology 301 or 302.

402. Reading on the Intermediate Levels (3).F;W;S;SS.
Deals with the teaching of reading on the intermediate grade level.
Prerequisites: Education 302 or 303, 310; Psychology 301 or 302.

SENIOR-GRADUATE COURSES

451. Educable Mentally Retarded (3).F;W.
Characteristics and problems of children in the upper levels of retardation. Survey of studies in regard to causative factors, community and educational problems, and diagnosis. Prerequisite: Education 320 or equivalent. *Hubbard*
452. Trainable Mentally Retarded (3).F;S.
Classification, diagnosis, characteristics, education and care of children in the trainable range of intelligence. Includes a study of institutional care. Prerequisite: Education 451. *Hubbard*.
454. Curriculum for the Mentally Retarded (3).W;S.
Curriculum development at different levels of maturation; organization, planning, adaptation of activities, materials, and methods. Prerequisite: Education 451 or equivalent. *Hubbard*.
455. Experimental Approaches to the Education of the Mentally Retarded (3).W;S.
A study of specialized educational techniques for the mentally retarded with consideration of modern experimental approaches including the use of machine teaching and teacher-made materials; practicum an integral part. Prerequisite: Education 454. *Hubbard*.
460. Educational Statistics (3).F;W;S;SS.
A study of the statistical procedures in education. *Staff*.
462. Reading on High School and Advanced Levels (3).F;W;S;SS.
Reading problems encountered on the high school level; reading in the content areas of the curriculum; the total school responsibility in reading improvement. Opportunities for practical application provided. *Staff*.
464. Workshop in Teaching Reading *Staff*. (3).SS;Ex.
466. Instructional Materials (3).F;W;S;SS.
Considers the process of using a wide variety of teaching and learning resources in improving instruction. Emphasizes the location, selection and evaluation of materials; the role of instructional materials in teaching and learning; preparation and administration of instructional materials. *McFarland*.
472. Diagnostic and Remedial Reading (3).F;W;S.
How to locate causes of reading difficulties and prescribe corrective procedures. *Layton*.

473. Diagnostic and Remedial Reading (3).F;W;S.
Students are assigned to individual or small groups for diagnostic and remedial teaching. Prerequisite: Education 472 or taken concurrently with 472. *Layton.*
474. Photography (3).W;SS.
Basic theory, principles and techniques of black and white, and color picture photography. *McFarland.*
475. Audiovisual Instruction (3).F;W;S;SS.
An introductory study of a variety of major audiovisual media which encompasses the selection and practical classroom application of materials; laboratory experience in the operation of equipment; and the production of basic visual materials. *Staff.*
476. Cinematography (3).S;SS.
Basic theory, principles and techniques of motion picture photography. *Stoddard.*
478. Principles of Guidance (3).F;W;S;SS.
An introductory study of public school guidance and counseling programs and practices. *D. Robinson.*
479. Group Methods and Processes (3).F;S;SS.
A study of group dynamics, experimentation in groups, leadership roles, applicability to other settings. *Padgett.*
480. Auditory Training for the Acoustically Handicapped (3).W.
A study of the re-education of the hearing of acoustically handicapped children. Principles and methods of training residual hearing; use of amplifying devices; demonstrations and practice. Given at the North Carolina School for the Deaf. *Staff.*
481. Communication for the Deaf Child (3).W.
A study of the methods of teaching communication skills to the acoustically handicapped: training residual hearing; use of amplification; symbol systems, oral and non-oral, by which language is acquired by the deaf child, including the language of signs, finger spelling, cued speech. Observation and participation. Given at the North Carolina School for the Deaf. *Staff.*
482. Teaching Language to the Deaf (3).W.
Principles and techniques used in developing language, teaching composition and idiomatic expressions. Preparation of sequentially graded materials and lesson plans for children of various academic levels and abilities. Remedial procedures. Observation and participation. Given at the North Carolina School for the Deaf. *Staff.*
483. Teaching Speech to the Deaf (3).W.
Study of factors influencing intelligibility and of techniques for developing voice quality, breath control, stress and accent, inflection and

rhythm. Emphasis on the elementary and secondary grade levels. Observation and participation. Given at the North Carolina School for the Deaf. *Staff*.

485. Teaching Elementary School Subjects to the Deaf (3).W.

Multi-media methods of teaching elementary school subjects to the deaf child. Integration of subject matter with speech, speech reading, auditory training, and development of language. Program planning. Emphasis on primary and lower elementary grades. Observation and participation. Given at the North Carolina School for the Deaf. *Staff*.

486. Teaching Secondary School Subjects to the Deaf (3).W.

Multi-media methods of teaching secondary and upper elementary school subjects to the deaf. Program planning at the level of concentration. Observation and participation. Given at the North Carolina School for the Deaf. *Staff*.

GRADUATE COURSES

500. Research in Education (3).F;W;S.

A study of the various types of research and the logical organization of research and reporting; required in first quarter for persons working for Master of Arts Degree in any area in education, industrial arts, library science. *Staff*.

507. Education of the Acoustically Handicapped (3).F.
(Speech 507)

History of the education of hearing handicapped persons and a survey of current problems; guidance for the deaf as related to their role in contemporary society, including consideration of problems of social and vocational adjustment. *Meador*.

508. Clinical Problems in Reading (3).W;SS.

Deals with clinical techniques used in the diagnosing and treatment of reading problems. Prerequisite: Education 472. *Price*.

509. Reading and the Mentally Retarded (3).S.

A study of the techniques in teaching reading to the mentally retarded. For special education teachers only. *Hubbard*.

511. Investigations in Reading (3).F;SS.

Investigations are made of the literature and research dealing with the teaching of reading. *Price*.

514. Psychological and Educational Testing (3).F;W;S;SS.

A study of the rationale which underlies group testing with emphasis upon the Standards for Educational and Psychological Tests and Manuals. Prerequisite: Psychology 456 or permission of the instructor. (Also Psychology 514.) *Staff*.

519. Education of the Physically Handicapped (3).W.

A study of muscle, skeletal, neuromuscular and health impairments and the educational adaptations required. Prerequisite: Education 320. *Winford*.

520. Occupational and Educational Information (3).F;S;SS.
Designed to acquaint teachers and counselors with sources and uses of vocational and educational information. *D. Robinson.*
521. Vocational Planning for the Handicapped (3).SS.
Vocational planning and work preparation for the handicapped. Includes consideration of basic occupational skills, work training and sheltered workshop programs. *Hubbard.*
522. Counseling Theory and Techniques (3).W;SS.
Designed primarily for students certifying in guidance and counseling; emphasis on theory and practice. Prerequisites: Education 478, Psychology 450, *E. Harrill.*
523. Organization and Administration of Guidance Services (3).W;S;SS.
Primarily designed for those who desire to study the methods of introducing and establishing a school guidance program. *D. Robinson.*
524. Seminar in Guidance (3).W;SS.
Each individual will select some phase of guidance work, according to his special interests, for research and study. Prerequisite: Approval of instructor. *D. Robinson.*
527. Organization and Administration of Special Education (3).S.
The implementation of special education programs at the national, state, and local levels. Effective public school programming. *Winford.*
528. Production and Care of Audiovisual Materials (3).F;SS.
Includes design and use of graphic and photographic production techniques. Prerequisite: Education 475. *Pritchett.*
530. Education of Gifted (3).S.
A survey of educational programs for the gifted including curriculum, methods, and administrative educational adjustments. *Hubbard.*
532. Use and Care of Machines and Equipment (3).W;SS.
A study of operating techniques of projection and audio devices, cameras, electronic laboratories, teaching machines; preventive maintenance and minor repairs. Prerequisite: Education 475. *Pritchett.*
536. Programmed Instruction (3).S;SS.
An introductory course in the design, preparation and validation of programs for instruction; provides laboratory experiences in programmed learning. *McFarland.*
537. Organization and Administration of an Audiovisual Program (3).S;SS.
Selection and evaluation of materials and equipment, including an analysis of the adequacy and effectiveness of audiovisual programs in school and college systems. Prerequisite: Education 475. *Pritchett.*

538. Supervised Practicum in Counseling (3 and 3).F;W;S;SS.
Practice in the application of counseling techniques. Available primarily for Appalachian State University counseling degree candidates. Credit and setting to be decided upon in consultation with practicum supervisor. Prerequisite: Approval of adviser. Six quarter hours—two separate quarters—are required by Appalachian State University for the certification program. *Staff*.
540. Guidance Services in the Elementary School (3).F;SS.
Designed primarily for those who are preparing to become counselors at the elementary school. Emphasis is given to philosophy, organization, maintenance and use of records, variety and use of tests, play therapy concepts, consultation with teachers and/or parents. *D. Robinson*.
541. Student Personnel Services (3).W;SS.
This course is designed for students interested in preparing themselves for college work in a non-instructional capacity. Emphasis is given to philosophy, organization, staffing, and services which comprise adequate student personnel programs: orientation, records, counseling, testing, health, recreation, housing, and placement. *Padgett*.
548. Independent Study *Staff*. (3).F;W;S.
550. Master of Arts Thesis (6).F;W;S.
551. Field Experience in Teaching Reading (3 to 9).F;W;S;SS.
Students register only by permission. *Price*.
554. Television in Instruction (3).W;SS.
Techniques of using television as a teaching device. Covers production and utilization with emphasis on the use of the portable videotape recorder. Survey of programming available to schools from all sources. *Stoddard*.
555. Seminar in Problems in Audiovisual Instruction (3).S;SS.
For audiovisual majors only. *Pritchett*.
556. Practicum in Audiovisual Programs (3).F;W;S;SS.
Prerequisite: Completion of all other audiovisual courses and approval of instructor. *McFarland*.
558. Teaching of Reading (3).S;SS.
A study of current practices, materials, and philosophy of teaching reading on all levels. *Staff*.
561. Evaluation and Assessment in Reading (3).SS.
A study and evaluation of select curricula and programs in reading and the planning of a total school reading program. Open only to students specializing in reading, or by permission. *Price*.
564. Advanced Production of Audiovisual Materials (3).W;SS.
Continuation of 528 in breadth and depth. Emphasis on project productions for mass distribution. Prerequisite: Education 475 and 528 *Pritchett*.

569. Readings and Research in Guidance and Student Personnel (3).SS.
Individual programs of readings and research for students in guidance and student personnel work. Primarily for students who want advanced credit toward certification. *E. Harrill.*
570. Readings and Research in Special Education (3).SS.
Individual programs of reading or research for students majoring in the education of exceptional children. *Winford.*
571. Seminar in Reading (3).F.
The seminar is planned to meet the needs of specific groups in reading. Students can register only by permission. *Price.*
572. Internship in Special Education (9-15).F;W;S.
Supervised experience with handicapped children. *Winford.*
573. In-Service Internship in Special Education (3-9).SS.
Designed for the Master's degree candidate who has had previous successful teaching experience and is working on certification or degree requirements. *Winford.*



DEPARTMENT OF TEACHER EDUCATION

L. REYNOLDS, *Chairman*, B. BOSWORTH, M. BRADFORD, B. CAMPBELL, J. COLE, W. COOPER, W. FULMER, H. GILSTRAP, G. GRAHAM, R. HURLEY, S. JACKSON, I. JONES, G. LILLY, J. MELTON, D. MEREDITH, J. MURPHY, E. PUTNAM, B. RAMEY, J. ROBERTS, R. ROBINSON, K. SMATHERS, R. SNEAD, B. STRICKLAND, E. WADSWORTH, E. WIDENER, R. WILSON, L. WOODROW.

The primary purpose of the Department of Teacher Education is to develop the professional competencies of classroom teachers. Through its programs of classroom instruction, direct experiences, and advising, the department prepares students for certification in the various curriculum areas and grade levels in elementary and secondary schools. In addition to meeting the minimal requirements for certification, the department maintains programs of instruction, research, and field services for the continuous improvement of curriculum development, educational materials, and methods of teaching.

A student preparing to teach in the secondary school must complete Education 304, 305; Psychology 301, 302, 303; one methods course in his field of concentration; and Education 407.

A student preparing to teach in a special area (art, health and physical education, library science, and music) must complete Education 301, 302 or 304, 305; Psychology 301, 302, 303; methods course or courses in his field of concentration; and Education 404.

A student preparing to teach in the elementary school must complete Education 301, 302, 303, Psychology 301, 302, 303, Education 310, 401 or 402, 403 and 405. In the area of specialization he must complete Art 201, 217; Education 202; General Science 401; Biology 107; Geography 101, 102; History 201, 202, 203 (any two), 306; Health 101, 401; Library Science 300, 304; Mathematics 104; Music 217, 301-302-303; Physical Education 353; Political Science 201; and an academic concentration in one field. It is recommended that a student pursue a second area of concentration. An elementary education major (in consultation with his adviser) may choose one or both academic concentrations from the following areas: art, English, foreign language (French or Spanish), mathematics, music, science, social studies. The second concentration area may be chosen from the areas of library science, psychology, reading, or health and physical education. Kindergarten-primary education majors are required to take Anthropology 315.

The elementary education major must take Physical Science 101-102-103 to satisfy the general education requirements.

A student preparing to teach in the elementary school (4-9) is required to take the Common Examination and the Elementary Education Examination of the National Teacher Examinations. A student preparing to teach in the kindergarten-primary (K-3) is required to take the Common Examination and the Early Childhood Education Examination of the National Teacher Examinations.

Students who are not proficient in composition and English grammar are required to complete English 010, 206, or 307. Students who are not proficient in handwriting are required to complete Education 020.

COURSES OF INSTRUCTION IN TEACHER EDUCATION

020. Remedial Handwriting (0).W;S.

For students who are not proficient in handwriting.

202. Art in the Elementary School (3).F;W;S.

A study of the theories and philosophies of Art Education in the Elementary School. Prerequisite: Art 201. Lecture three hours.

301. Public Education in the United States (3).F;W;SS.

A study of the history of education in the United States and recent innovations in the schools.

302. Organization and Curriculum of the Elementary School (3).W;S;SS.

A study of trends and organizations of the curriculum in a modern elementary school, lesson planning, unit construction, and communicative skills other than reading and writing.

303. Elementary School Instruction (3).F;S;SS.

A study of the teaching of social studies, techniques of analyzing individual needs, tests, grading, reporting, the education of the disadvantaged, the art of teaching creatively, and the use of multisensory aids.

304. Public Education in the United States (3).F;W;S.

For secondary education majors. The origin and development of public education as a social institution. State and local school organization, administration, and financial support.

305. Principles of Secondary Education (3).F;W;S.

For secondary education majors. Problems and issues in curriculum development. The roles and immediate tasks of the high school teacher. Planning instructional activities.

307. Music in the Elementary School (3).W.

Materials and methods in the field of music teaching in the elementary school. Music in the integrated program; emphasis on the creative

phases and the development of musicianship; observation of teaching procedures with children. Designated for music majors.

308. Music in the High School (3).S.

A study of the organization and direction of the music program in the secondary school. Materials for the adolescent voice, elementary theory, music appreciation, operettas, and program building are surveyed. Designated for music majors.

309. Piano Pedagogy (3).W.

The teaching of piano with a study of various approaches in private and class methods; problems of setting up and operating a studio.

311. Social Studies in the Elementary School (3).S.

The place of social studies in the elementary curriculum: objectives, instructional procedures, materials, and evaluative criteria.

312. Language Arts in the Elementary School (3).W.

An understanding of the communication skills—listening, speaking, reading, writing, spelling; a comparison of current methods and materials; an analysis and correlation of basic difficulties and the correlation of language arts with other activities.

403. Mathematics in the Elementary School (3).F;W;S.

A study of how children develop basic number concepts and learn to perform operations with natural numbers and fractions. Consideration of sequential learning experiences appropriate to each grade level. Prerequisites: Education 302 or 303; Psychology 301 or 302.

404. Student Teaching Special (10 or 15).F;W;S;SS.
Subjects

Full time teaching experience under supervision for one quarter for students who plan to teach special subjects in grades 1-12. For students majoring in art, physical education and health, library science, music, special education.

405. Student Teaching: Elementary (10 or 15).F;W;S;SS.
School

Full time teaching experience under supervision for one quarter for students who plan to teach in grades 1-8 of the elementary school. The student who wishes to take this course during a summer session must make application to the Director of Student Teaching by March 1.

406. Student Teaching (10).SS.

Course in student teaching during summer session of the Elementary Laboratory School, June to August. Open only to those who have teaching experience. Application for this course must be made to the Director of Student Teaching by March 1.

407. Student Teaching: High School (10 or 15).F;W;S;SS.

Full time teaching experience under supervision for one quarter for adults, who plan to teach secondary school subjects in grades 9-12. The student who wishes to take this course during a summer session must make application to the Director of Student Teaching by March 1.

408. Teaching High School Mathematics (3).F;W;S.
Prerequisite: Education 304 or 305 and Psychology 301 or 302.
409. Teaching High School Science (3).F;W;S.
Prerequisite: Education 304 or 305 and Psychology 301 or 302.
410. Teaching High School Social Studies (3).F;W;S.
Prerequisite: Education 304 or 305 and Psychology 301 or 302.
411. Teaching High School English (3).F;W;S.
Prerequisite: Education 304 or 305 and Psychology 301 or 302.
412. Teaching Foreign Languages (3).S.
Prerequisite: Education 304 or 305 and Psychology 301 or 302.
413. Teaching Home Economics (3).F;W;S.
Prerequisite: Education 304 or 305 and Psychology 301 or 302.
414. Teaching Physical Education (3).F;W;S.
Prerequisite: Education 304 or 305 and Psychology 301 or 302.
415. Art in the Secondary School (3).F.
Exploration into the functional use of a variety of art materials, techniques, curriculum construction considering the level of the student's creative development in relation to his needs, interests, maturity; the philosophy and psychology of art education. Prerequisite: Education 304 or 305 and Psychology 301 or 302.
416. Teaching Industrial Arts (3).S.
Prerequisite: Education 304 or 305 and Psychology 301 or 302.
417. Teaching Business Education (3).F;W;S.
Prerequisite: Education 304 or 305 and Psychology 301 or 302.
418. Teaching Speech (3).S.
Prerequisite: Education 304 or 305 and Psychology 301 or 302.
419. Instrumental Methods and Material (2).W.
A comprehensive survey of the materials and methods in instrumental class teaching. Prerequisite: Education 302 or 303; or 304 or 305 and Psychology 301 or 302.
420. Choral Methods and Materials (2).S.
A comprehensive survey of the materials and methods in choral teaching. Prerequisites: Education 302 or 303; or 304 or 305 and Psychology 301 or 302.

SENIOR-GRADUATE COURSES

450. Science in the Elementary School (3).SS;Ex.
Same as General Science 450. *K. Robinson.*

453. Art Education Workshop (3).SS;Ex.
Same as Art 453. *Dennis, Force.*
456. Measurement and Assessment (3).F;W;S;SS.
Basic course for elementary, secondary and junior college teachers which stresses the construction and use of teacher-made tests. *Staff.*
- 457, 458. Mathematics for the Disadvantaged Child (3).S;SS.
459. Nursery—Kindergarten Curriculum (3).F.
Development and organization of the curriculum with emphasis placed on such areas as communicative skills, science, and social learnings. *Putnam.*
461. Nursery—Kindergarten Instruction (3).W.
Selecting, planning, and utilizing the materials, methods, activities, and facilities for programs suited to the young child. Laboratory experiences required. *Putnam.*
490. Education of the Disadvantaged (3).W;SS.
A study of the educational needs of the disadvantaged child. Consideration is given to identification, curriculum, methods of teaching, and materials. The course is designed for administrators and instructional personnel. *Shope.*
491. Philosophical Foundations of Education (3).S;SS.
Classical and modern philosophies are analyzed for their influences on educational practices. *Miller.*

GRADUATE COURSES

500. Research in Education (3).F;W;S.
A study of the various types of research and the logical organization of research and reporting; required in first quarter for persons working for Master of Arts Degree in any area in education, industrial arts, library science. *Staff.*
506. Curriculum Construction (3).F;S;SS.
A study of principles, effective practices, and techniques appropriate for overall curriculum planning. *Randall.*
510. Extra-Curricular Activities (3).F;SS.
A study of extra-curricular activities which modern schools are expected to carry out as a part of their educational program. *Staff.*
512. Junior High School Curriculum and Organization (3).SS.
A study of the junior high school in terms of its origin, functions, curriculum, and organization. *Randall.*
513. Teaching the Language Arts (3).SS.
The course deals with problems in oral and written communications in the elementary school. *Lilly.*

529. Organization and Supervision of School Music (3).W;SS.
The responsibilities of the music supervisor in relation to the classroom teacher, the music teacher, and the school administration. *Spencer, Mears, Fox.*
535. Philosophy of Education (3).F;SS.
Current educational issues and decisions are analyzed from the viewpoint of the philosophical bases which may underlie them. *Staff.*
539. Core Curriculum (3).SS.
A study of the development and organization of the core curriculum with consideration given to objectives, methods, activities, and evaluations of this type of curriculum. *Shelton.*
546. Elementary School Curriculum (3).SS.
A study of the elementary school curriculum in modern schools; recent trends in curriculum revision and organization. *R. Robinson.*
547. Social Foundations of Education (3).F;SS.
The purpose of the course is to acquaint students with the role of the school in relation to its social setting and organization. *Staff.*
548. Independent Study *Staff.* (3).F;W;S.
550. Master of Arts Thesis *Staff.* (6).F;W;S.
562. Secondary School Curriculum (3).SS.
A study of the modern secondary school curriculum; development, recent trends, and organization; including the philosophy and psychology upon which these practices are based. *Miller.*

The College of Fine and Applied Arts

NICHOLAS ERNESTON, *Dean*

In cooperation with other colleges of the University, the College of Fine and Applied Arts strives:

To provide for varied interests, desires, needs, and abilities of students.

To provide a liberal education for all Appalachian students.

To expand cultural horizons and develop appreciation of ethical and aesthetic values.

To prepare students for certain professions.

To prepare students for entrance into certain professional schools.

To provide sound foundations for students capable and desirous of advanced study.

DEPARTMENTS

The College of Fine and Applied Arts consists of the following eight departments:

Art
Economics and Business
Health and Physical Education
Home Economics

Industrial Arts
Military Science
Music
Speech

DEGREES OFFERED

The College of Fine and Applied Arts offers the Bachelor of Arts, The Bachelor of Science, and the Bachelor of Science in Business Administration degrees. In cooperation with the College of Education it offers the Bachelor of Science degree with teacher certification in Art, Economics and Business, Health and Physical Education, Home Economics Education, Industrial Arts, Music, Social Science with concentration in Economics, Speech, and Special Education in the area of speech and hearing.

To be admitted to the College of Fine and Applied Arts as a candidate for a baccalaureate degree a student must have:

1. Completed at least 90 quarter hours.
2. A quality-point ratio of at least 2.0.
3. Completed
 - a. English 101, 102, 103.
 - b. Six hours from English 201, 202, 203.
 - c. History 101, 102, 103.
 - d. Speech 101.
 - e. Mathematics 101 or 107.
 - f. A year of Natural Science.
 - g. Three quarter hours of Physical Education activity courses.
4. Demonstrated proficiency in reading, speech, and written English.
5. Been accepted by a department in the college as a major in that department.

If a student does not satisfy all of these conditions, he may, with the approval of the Dean of the College concerned, be admitted provisionally. A student admitted provisionally must remove any deficiency by the beginning of his tenth quarter at Appalachian. If he does not, he is not eligible for continued enrollment.

A student who is a candidate for a teaching certificate must be admitted to the teacher education program by the Chairman of the Department of Teacher Education.

BACHELOR OF ARTS DEGREE

In order for a student to earn the Bachelor of Arts degree in the College of Fine and Applied Arts, the following requirements must be met:

1. Completion of at least 195 quarter hours with a grade-point average of at least 2.0 on all work attempted. A transfer student must have at least a 2.0 grade-point average on all work attempted at Appalachian.
2. Completion of general education requirements as outlined in the section on the General College, pages 57, 58.
3. Demonstration of proficiency in reading, speech, and written English.

4. Completion of nine quarter hours of a second year of foreign language or more. The Department of Foreign Languages places students at the level at which they are prepared to perform regardless of previously earned units.
5. Completion of a major consisting of 46 to 60 quarter hours from one of the fields listed below:

Art	Music
Economics and Business	Speech

A student must have at least a 2.0 grade-point average on all work attempted in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.0 grade-point average on all work attempted in the major at Appalachian. Specific requirements for each departmental major preface the list of courses offered by the department.

6. Completion of a minor consisting of 21 to 24 quarter hours from a department other than a Department in Education. The choice of a minor should be made under the guidance of the student's adviser in his major field of study. Specific requirements for each departmental minor preface the list of courses offered by the department.
7. Completion of electives to total 195 quarter hours.
8. Completion of residence requirements.
9. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.
10. Recommendation of the faculty.
11. Completion of required Aptitude Test and the appropriate Advanced Test, if available, of the Graduate Record Examination.

Meeting graduation requirements is the student's responsibility.

A candidate for the Bachelor of Arts degree may qualify for a teacher's certificate by admission to professional education courses through the Chairman of the Department of Teacher Education and by completing all academic and professional education requirements for certification.

**BACHELOR OF SCIENCE DEGREE
(without teacher certification)**

In order for a student to earn the Bachelor of Science degree in the College of Fine and Applied Arts, the following requirements must be met:

1. Completion of at least 195 quarter hours with a grade-point average of at least 2.0 on all work attempted. A transfer student must have at least a 2.0 grade-point average on all work attempted at Appalachian.
2. Completion of the general education requirements as outlined in the section on the General College, page 57. A candidate for the Bachelor of Science degree who takes a year course in a foreign language may substitute three hours of this for one of the three hour courses to be taken as an elective in Humanities.
3. Demonstration of proficiency in reading, speech, and written English.
4. Completion of a major of 54 to 94 quarter hours selected from one of the fields listed below:

Health and Physical Education
Home Economics in Business

Industrial Arts
Music: piano pedagogy

A student must have at least a 2.0 grade-point average on all work attempted in the major. A transfer student must complete at least 12 quarter hours of work in his major at Appalachian and must have at least a 2.0 grade-point average on all work attempted in the major at Appalachian. Specific requirements for each departmental major preface the list of courses offered by the department.

5. Completion of a minor consisting of 18 to 27 quarter hours from a department other than the Department of Education. The choice of a minor should be made under the guidance of the student's adviser in his major field of study. Specific requirements for each departmental minor preface the list of courses offered by the department.
6. Completion of electives to total 195 quarter hours.
7. Completion of residence requirements.
8. Compliance with regulations concerning satisfactory citizenship and the settlement of all expense accounts.

9. Recommendation of the faculty.
10. Completion of required Aptitude Test and the appropriate Advanced Test, if available, of the Graduate Record Examination.

Meeting graduation requirements is the student's responsibility.

BACHELOR OF SCIENCE IN

BUSINESS ADMINISTRATION DEGREE

The general requirements for this degree are the same as those given immediately preceding for the Bachelor of Science degree (without teacher certification). The major is in the Department of Economics and Business with the courses in the major satisfying the requirements as outlined for this degree in the material immediately preceding the list of courses of the Department of Economics and Business.

BACHELOR OF SCIENCE

(with teacher certification)

For the general requirements for the Bachelor of Science degree with teacher certification see page 57.

COURSES OF INSTRUCTION

Courses are listed by departments in alphabetical order. Courses numbered 100 to 199 inclusive are normally offered for freshmen; 200 to 299 for sophomores; 300 to 399 for juniors; 400 to 449 for seniors; 450 to 499 for seniors and graduates; 500 and above for graduates. Courses open to lower classes are also open to upper classes. For courses numbered 450 and above the name of the professor who ordinarily teaches the course is given in italics following the course description.

The figure in brackets preceding a course title indicates the course number used in catalog of 1969-70.

The figure in parentheses after the course title gives the credit in quarter hours; for example the figure (3) means three quarter hours.

Quarters of the year in which the course is offered are represented by symbols: "F" for fall quarter, "W" for winter quarter, "S" for spring quarter, "SS" for summer session, "Ex" for extension.

A hyphen in the course number, credit, and quarters of the year in which the course is offered indicates that the course extends through two or more quarters and that the preceding quarter must be completed before the following quarter can be taken.

The comma in the course number, credit, and quarters indicates that the course is continuous but that one quarter may be taken independently of another.

The semicolon in the quarter offered indicates that the course is a one quarter course and is repeated in a subsequent quarter.

Special requirements for admission to a course are stated after the word *prerequisite*.

The administration reserves the right to withdraw courses for which there is insufficient enrollment.



DEPARTMENT OF ART

L. Edwards, *Chairman*, J. Andrikopoulos, J. Burton, W. Dennis, L. Force, N. Long, F. Petersilie, H. Vernon.

The objectives of the Department of Art are twofold. One objective is to provide the best preparation and training of teachers of art for the public schools. The second objective is to provide the best professional training in order that the art student, whether he plans to teach or not, may make a creative contribution to the visual arts of our culture.

In addition, the general community will have the opportunity to increase its knowledge and appreciation of art through service courses and the major professional exhibitions of art sponsored by the Department of Art.

A major in art leading to the Bachelor of Science degree and teacher certification consists of sixty quarter hours, including Art 101, 104, 203, 208, 211, 213, 300, 301, 302, 305; three quarter hours from Art 303 or 304 or 306; Art 413, 414, 425, 450; and a minimum of twelve additional quarter hours from one of the following areas of specialization: Art 209, 210, 307, and 308; or Art 313, 314, 409, and 411; or Art 311, 312, 408, 412. The art major must also take three quarter hours of an approved art elective. The art major must also take Industrial Arts 205 and Education 202, 415, 475.

A major in art leading to the Bachelor of Arts degree consists of sixty quarter hours, including Art 101, 104, 203, 208, 211, 213, 301, 302, 303, 304, 305, 306, 413, 414, 451; a minimum of twelve additional quarter hours from one of the following areas of specialization: Art 209, 210, 307, and 308; or Art 313, 314, 409, and 411; or Art 311, 312, 408, and 412. The art major must also take three quarter hours of an approved art elective.

A minor in art consists of twenty-four quarter hours, including Art 101, 104, 208, 211, 213; three quarter hours from Art 301 or 302 or 303 or 304 or 306; and six quarter hours of approved art electives.

COURSES OF INSTRUCTION IN ART

101. Beginning Drawing and Composition (3).F;W;S.

The basic skills of drawing in black and white media are accented. Drawings are made from the figure, landscape, and still life. Drawings by great artists are studied. Lecture one hour, laboratory five hours.

104. Beginning Design (3).F;W;S.
Introduction to basic modes of the structuring of visual form in two-dimensions. Analysis and applications. Lecture one hour, laboratory five hours.
201. Fundamentals of Art (3).F;W;S.
Personal experience in working with varied art media, stressing concept-learning, skills and critical evaluation for the elementary education major. Not open to art majors. Lecture one hour, laboratory five hours.
203. Intermediate Drawing and Composition (3).F;W;S.
Extensive use of all drawing media. Experimental approaches encouraged. Analytical study of masterpieces of drawing. Prerequisite: Art 101. Lecture one hour, laboratory five hours.
- 208-209-210. Painting (3-3-3).F;W;S.
Foundation courses in technical handling of a variety of media. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.
211. Sculpture (3).F;W;S.
The fundamentals of modeling, constructing, or casting basic three-dimensional forms. Prerequisites: Art 101, 305. Lecture one hour, laboratory five hours.
213. Printmaking (3).F;W;S.
Initial study and practice in the basic graphics processes. Relief, intaglio, planographic and serigraphic printing. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.
217. Introduction to Art (3).F;W;S.
Analysis of selected examples of architecture, sculpture, painting, crafts, and industrial design in relation to their historical time and need. Lecture three hours.
300. Fabric Design (3).W.
Constructive design in fabric crafts with emphasis on creative problem-solving, craftsmanship, and techniques with various fibers through weaving, batik dyeing, printing, and other processes. Prerequisites: Art 101, 104. Lecture one hour, laboratory five hours.
301. Ancient and Medieval Art (3).F.
A survey of architecture, painting, and sculpture from prehistoric time through medieval Europe. Lecture three hours.
302. Renaissance Art (3).W.
A study of architecture, painting, and sculpture from the fourteenth through the eighteenth centuries. Lecture three hours.
303. Modern Art, Nineteenth Century (3).F.
A study of architecture, painting, and sculpture in the nineteenth century. Lecture three hours.

304. American Art (3).W.
A survey of art in America. Painting, sculpture, and architecture from colonial times to the present. Lecture three hours .
305. Intermediate Design (3).F;W.
Similar to 104 but with emphasis on three-dimensional visual form. Prerequisite: Art 104. Lecture one hour, laboratory five hours.
306. Modern Art, Twentieth Century (3).S.
A study of architecture, painting, and sculpture in the twentieth century. Lecture three hours.
307. Life Drawing and Painting (3).F.
Structure and action of the human figure. Prerequisite: Art 210. Lecture one hour, laboratory five hours.
- 308-309. Painting (3-3).W-S.
Advanced problems in painting, individual experimentation and expression. Prerequisite: Art 307. Lecture one hour, laboratory five hours.
- 311-312. Sculpture (3-3).F;W;S.
Investigation into the theories, materials, and methods of sculpture with an emphasis on selected materials and techniques. Prerequisite: Art 211. Lecture one hour, laboratory five hours.
- 313-314. Printmaking (3-3).F;W;S.
Continued work in graphics processes with emphasis on selected techniques. Prerequisite: Art 213. Lecture one hour, laboratory five hours.
407. Advanced Painting (3).W;S.
Prerequisite: Art 309. Lecture one hour, laboratory five hours.
408. Advanced Sculpture (3).F;W;S.
Consideration of special problems as related to selected materials and techniques with an emphasis on individual student experimentation. Prerequisite: Art 312. Lecture one hour, laboratory five hours.
409. Advanced Printmaking (3).F;W;S.
Advanced work in graphic media with emphasis on individual technical investigations. Prerequisite: Art 314. Lecture one hour, laboratory five hours.
410. Advanced Life Drawing and Painting (3).F.
Prerequisite: Art 307. Lecture one hour, laboratory five hours.
411. Lithography (3).F;W;S.
Advanced work and individual investigations in lithographic techniques. Prerequisites: Art 313, 314. Lecture one hour, laboratory five hours.
412. Advanced Sculpture (3).F;W;S.
Continuation of Art 408. Prerequisite: Art 408. Lecture one hour, laboratory five hours.

413. Advanced Drawing and Composition (3).S.
Monochromatic drawing as an art form with special emphasis on compositional approaches. Planning of larger works through drawing. Individual projects. Prerequisite: Art 203. Lecture one hour, laboratory five hours.
414. Advanced Design (3).S.
Further investigations into theories of structuring visual form. Prerequisite: Art 305. Lecture one hour, laboratory five hours.
425. Teaching-Learning Processes in Art Education (3).S.
Practical experiences in the application of course content in the laboratory classroom. Evaluative procedures, budgeting, materials selection, and facility planning. Prerequisites: Education 202, 415. Lecture one hour, laboratory five hours.
450. Problems in Art (1-6).F;W;S.
Individual problems or projects. No more than three hours may be taken in a quarter. Admission on approval of chairman. *Staff*.
451. Seminar (3-6).S.
A specialized course involving advanced study by small groups in selected areas. Students may enroll twice for credit totaling six quarter hours, but may not receive credit for a seminar which duplicates the content of one for which they have previously received credit. *Burton*.
453. Art Education Workshop (3).SS;Ex.
An intensive two-week course devoted to art instruction in grades one through twelve, including the correlation of art with teaching at all levels. Art materials and supplies for grade levels are examined. Each student pays for materials used, and all articles made by him become his property. Lecture one hour, laboratory five hours. *Dennis, Force*.
456. Workshop in Painting (3).SS;Ex.
An intensive two-week course. Student chooses, with the instructor's approval, the painting medium to be used. Field trips offer opportunities to paint local scenery. Lecture one hour, laboratory five hours. *Dennis, Edwards*.
459. Workshop in Sculpture (3).SS.
An intensive study of the various concepts and techniques involved with creative sculpture dealing with all the basic forms in modeling as well as wood and stone carving. Each student pays for materials used, and all articles made by him become his property. Lecture one hour, laboratory five hours. *Andrikopoulos*.

DEPARTMENT OF ECONOMICS AND BUSINESS

O. Sutton, *Chairman*, C. Addington, R. Angell, A. Blackburn, J. Brashear, J. Courbois, B. Elledge, S. Harris, M. Hawkinson, R. Hodgson, R. Hopkins, J. Jones, A. Kannwischer, C. Messere, C. Pressley, J. Riner, N. Trivette, K. Tully, R. Weber, R. West.

The objectives of the Department of Economics and Business are to help students to become effective leaders by developing skills, attitudes, and understandings essential for the successful direction of business relationships; to gain and use concepts and terminology of business and economic theory which will aid them in solving problems involving political, social, business and economic environments; to recognize the importance of interdisciplinary relationships and to feel a responsibility, through cooperative effort, to promote utilization of a general education

A major in economics and business leading to the Bachelor of Arts degree consists of sixty quarter hours above course 103. These sixty quarter hours must include Economics 201-202-203, 301 or 302, Business 204-205-206, 320, 415, 460 and thirty quarter hours of approved electives. All Economics and Business courses are approved except Economics 200 and Business 403, 404, and 405. A student may include not more than nine quarter hours in office skills and methods in the major for the Bachelor of Arts degree.

A minor in economics and business leading to the Bachelor of Arts degree consists of Economics 201-202-203, and fifteen quarter hours in approved electives above course 103.

A student may include not more than nine quarter hours in office skills and methods in the minor for the Bachelor of Arts degree.

A major in economics and business leading to the Bachelor of Science in Business Administration degree consists of sixty quarter hours above course 103. These sixty quarter hours must include Economics 201-202-203, 302, Business 204-205-206, 320, 415, 460 and thirty quarter hours of approved electives. A major in Economics and Business leading to the Bachelor of Science degree and teacher certification may be in either the Comprehensive or Basic Business curriculum. The Comprehensive curriculum consists of Business 102, 103 and a minimum of sixty quarter hours above course level 103. These courses include Business 104, 201-202-203, 204-205-206, 302, 303, 304 or 305, 306, 320, 400, 401 or 402,

403, 404 or 405, 415 and Economics 201-202-203. Those who select the Basic Business curriculum must complete in lieu of Shorthand (Business 201-202-203, 304) Business 458 or 459 and nine quarter hours with at least 3 hours in accounting.

For the curriculum for a major in social science and concentration in economics leading to the Bachelor of Science degree and teacher certification see page

A graduate major in economics and business consists of thirty-six quarter hours, including Business 500, a course numbered 500 or above in Marketing or Finance, Business 515, and a course numbered 500 or above in economics. The remaining twenty-four quarter hours will be selected with the approval of the graduate adviser.

COURSES OF INSTRUCTION IN ECONOMICS AND BUSINESS

ECONOMICS

200. General Economics (3).F;W;S.

A survey course of elementary economics designed for non-business and non-social studies majors who plan to take only one course in the field. A brief treatment of the production and distribution of wealth in society, money and banking, the organization of business, and international trade. Credit will not be given for both 200 and 201.

201-202-203. Principles of Economics (3-3-3).F-W-S.

A study of the present-day economics system; demand, supply, prices and costs; wages, rent, interest and profit; business cycles, money, banking and the Federal Reserve System; international trade; and a comparison of Capitalism, Socialism, Communism, and Facism. Credit will not be given for both 200 and 201.

301. Micro-Economic Analysis (3).W.

An intermediate course in economic theory with emphasis on the theory of consumer behavior, price theory, and resource allocation. Prerequisites: Economics 201-202-203.

303. Labor Economics (3).W.

Position of the laborer and some of his problems in our industrial society. Prerequisite: Economics 201-202-203.

305. International Economics (3).W.

International trade and the theory of comparative advantage are studied. Special attention is given to free world trade, and the economic development in other countries and groupings as in the European Economic Community. History and problems of United States foreign trade policy are discussed. Prerequisite: Economics 201-202-203.

306. Current Economic Problems (3).S.

Discussion of current economic problems of society; economic effects of proposed legislation; background causes of current problems, and discussion of suggested solutions. Prerequisite: Economics 201-202-203.

307. Money and Banking (3).F.

How money and credit instruments are issued and secured; structure and effects of commercial banking and the Federal Reserve system; impact on monetary and fiscal policy. Prerequisite: Economics 201-202-203.

403. Competition and Monopoly (3).S.

A study of imperfectly competitive markets, the economic and legal issues which they raise, and the policy solutions which have been attempted in the United States. Prerequisite: Economics 201-202-203.

405, 406. Economic History of the United States (3,3).F,W.

Same as History 405, 406.

SENIOR-GRADUATE COURSES

452. Comparative Economic Systems (3).S.

A critical analysis of the theory and practice of the economic systems of Capitalism, Communism, Socialism, and Fascism. Prerequisite: Economics 201-202-203. *Brashear*.

453. Economic Fluctuations (3).F.

An analysis of the causes, consequences, forecasting, and control of cyclical fluctuation. Prerequisite: Economics 201-202-203. *Weber*.

455. Public Finance and Taxation (3).W.

Government revenues, expenditures, budgets, and financing taxes; shifting and incidence of taxation, public debts and economic effects of government monetary and fiscal policies. Prerequisite: Economics 201-202-203. *Hodgson*.

456. Statistics for Business Control (3).S.

Statistics as a tool for decision-making as employed in the fields of accounting, market research, production management, economics, and other areas of business. *Elledge*.

460. Seminar in Economics (3).S.

An extended investigation of some specific topic with a view to giving training in methods of research and studying intensively some subject in the field of economics. Prerequisites: Economics 201-202-203, 302, and nine hours of economics, senior classification. (Offered on demand).

GRADUATE COURSES

501. History of Economic Thought (3).W.

Origin, development, and meaning of current conflicts in economic theory. A study of merchantilist, classical, neo-classical, and Keynesian economics. Prerequisite: Economics 201-202-203. *Brashear*.

502. Economic Problems of Developing Countries (3).S.
An analysis of the economic problems of current importance in developing nations. *Courbois*.
516. Analysis of the American Economy (3).F.
An examination of the actual operations of the American economy and an analysis of the findings in terms of economics theory. (By permission only). *Brashear*.
517. Economics of the Disadvantaged (3).S.
Special emphasis will be placed on the study of the economic problems of rural and inner-city disadvantages and their possible contributions to the individual and local, regional, and national economics. (Offered on demand). *Sutton*.
518. Monetary Theory (3).S.
The development of theories of money and its value. Controversy over the quantity theory. The role of interest rates. Policy implications. Prerequisite: Economics 307. *Brashear*.
548. Independent Study (3-6).F;W;S.
Sutton.

BUSINESS

- 101, 102-103. Typewriting (3,3-3).F,W-S.
The typewriting keyboard and theory. Students who have completed successfully one semester of typewriting in secondary school or equivalent will be required to register for 102. Recitation and laboratory five hours.
104. Business Mathematics (3).S.
The fundamental processes of mathematics and their application to common practices. Available to upperclassmen by permission and to all freshmen.
105. Elements of American Business (3).F;W;S.
The relationship and responsibility of business to its economic, social and political environment. (Available to freshmen only.)
106. Personal Finance (3).F;W;S.
Management of personal finances, budgeting, savings, insurance, stocks and bonds, and real estate.
- 201, 202-203. Shorthand (3,3-3).F-W-S.
Mastery of principles of Gregg Shorthand and ability to take dictation. Students who have completed successfully one semester of shorthand in secondary school or equivalent will be required to register for 202. Recitation five hours.
- 204-205-206. Elementary Accounting (3-3-3).F-W-S.
Principles and fundamentals of accounting procedure and practices. Laboratories scheduled as needed.

300. Typewriting (3).SS.
A terminal course in the use of the typewriter and duplicating machines for non-business students who have had no previous typewriting. Recitation and laboratory five hours.
301. Principles of Selling (3).F.
A study of the basic principles and techniques of selling.
302. Business Correspondence (3).F;W;S.
The principles and application of business letter writing.
303. Office Machines (3).F;W;S.
Practice in the use of common office machines. Prerequisites: Typewriting and Accounting.
304. Advanced Shorthand (3).W.
Ability to take rapid dictation and transcribe it is developed. Prerequisite: Business 202-203. Recitation and laboratory five hours.
305. Advanced Shorthand (3).S.
Advanced study of shorthand dictation and transcription. Prerequisite: Business 202-203.
306. Intermediate Accounting (3).F;W.
Application of accounting to various forms of business organization. Prerequisite: Business 204-205-206.
- 307, 308. Intermediate Accounting (3,3).W.S.
Further application of accounting to various forms of business organization. Prerequisites: Business 204-205-206, 306.
312. Office Procedure and Performance (3).S.
A study of office personnel traits and duties.
320. Principles of Marketing (3).F;W;S.
The basic principles of marketing as they relate to the economy. Prerequisite: Economics 201-202-203.
321. Principles of Retailing (3).W.
A study of the problems involved in the activities of locating, buying, pricing, inventorying, displaying, and advertising of merchandise.
322. Principles of Advertising (3).S.
The principles of sales appeal through the various advertising media and the effect of advertising on business and the economy.
400. Business Law (3).F;W;S.
A treatment of the fundamental principles of law relating to business. Emphasis is placed upon the study of contracts, negotiable instruments, and agencies.

401. Business Law (3).F;W.
A continuation of 400. Emphasis is placed upon the study of personal property and bailments, sales, partnerships, corporations. Prerequisite: Business 400.
402. Business Law (3).S.
Real property, insurance, security devices, bankruptcy, trusts and estates, and government regulation. Prerequisite: Business 400.
404. Principles of Vocational Business Education (3).W;S.
A study of the curriculum, current problems and other interrelated factors in Vocational Business Education. (By permission only).
405. Teaching the Non-Skill Business Courses (3).F;S.
A study of the use of various teaching aids and successful methods used in the teaching of the basic business subject. (By permission only).
415. Business Management (3).F;W;S.
An integrated and analytical study of the functions of business with emphasis on management, organization, ownership, and operation. Prerequisite: Economics 201-202-203.

SENIOR-GRADUATE COURSES

451. Office Management (3).W.
A study of principles of scientific management as they relate to the office. *Tully*.
452. Income Tax Accounting (3).W.
A presentation of the underlying principles of income taxation and the special accounting problems involved in the calculation of federal and state liability, with emphasis on the individual return. Prerequisite: Business 204-205-206. *Jones*.
453. Cost Accounting (3).F.
Principles of manufacturing and distribution cost accounting. Material, labor, and overhead costs in job order and process cost accounting. Business procedures and their adaptation to business situations and needs of management. Prerequisite: Business 204-205-206. *Jones*.
454. Government Accounting (3).S.
Application of principles of accounting and budgeting to municipal, state, and federal governmental units. Prerequisite: Two quarters of accounting on the 300 level. *Jones*.
455. Corporate Tax Accounting (3).S.
A further study of tax accounting with special emphasis placed on corporations, estates, and trusts. Prerequisite: Business 452. *Harris*.
457. Managerial Cost Accounting (3).SS.
Attention is given to internal reporting of product costing, personnel responsibility, alternatives, and competitive conditions. *Harris*.

- 458, 459. Principles of Finance (3,3).F,W.
Survey of the financial area from the standpoint of the individual business corporation. Consideration of both internal financial management and external relationships with money and capital markets, financial planning, sources of funds, classes and types of securities, valuation of business enterprises. Prerequisites: Business 204-205-206 and Economics 203. *Weber*.
460. Personnel Management (3).W.
Principles and policies governing present-day employment and employer-employee relationships. Prerequisite: Economics 201-202-203. *Staff*.
461. Credits and Collections (3).F.
An analysis of the principles and practices in business consumer credit and collection. Topics studied include sources of credit, use of credit instruments, financial analysis, and sources of credit information. *Addington*.
462. Investment Management (3).W.
A study of investment principles and practices. Emphasis is placed on the understanding of risks and the establishing of investment policies for both individual and institutional investors. Prerequisites: Business 204-205-206, Economics 201-202-203. *Angell*.
463. Production Management (3).S.
An analysis of the managerial problems involved in the areas of product development, plant and equipment, manufacturing planning, and controls, production standards, forecasting, routing, scheduling, dispatching and material control. Prerequisite: Economics 201-202-203. *Staff*.
465. Introduction to Automated Data Processing (3).F.
Card designing, key punching, sorting, tabulation, and preparation of reports. Application to problems in business and economics. *Riner*.
466. Advanced Business Data Processing (3).W.
Advanced problems in the use of the unit record system. Preparation of flow charts and system design. Prerequisite: Business 465. *Riner*.
467. Electronic Data Processing (3).S.
Introduction to computers. Programming digital computers for business applications. An assembly language and the operation of a modern computer are included. Prerequisite: Business 465. *Riner*.
- 470-471-472. Industrial Psychology (3-3-3).F-W-S.
See Psychology 470-471-472. Prerequisite Psychology 201. *Powell*.
481. Principles of Life Insurance (3).F.
This is a course in fundamentals of legal reserve life insurance, company organization and operation, insurance associations, and state supervision and regulation of companies and associations. Prerequisites: Business 400 and Economics 201-202-203. *Hodgson*.

482. Principles of Property and Casualty Insurance (3).W.

Topics include casualty insurance, fire insurance, marine insurance, liability insurance, insurance carriers, underwriters associations, and state supervision and regulation. Prerequisites: Business 400 and Economics 201-202-203. *Hodgson*.

485. Principles of Real Estate (3).S.

The course covers the following areas: economics of real estate; legal instruments used in real estate transactions; the real estate market; the real estate business; and the public and real estate activities. Prerequisites: Business 400, 401, 402, and Economics 201-202-203. *Addington*.

490. International Finance (3).S.

Financial procedures and practices of firms engaged in international trade of goods, services and capital as well as institutional operations of international finance are considered. Special attention is given to problems of the balance of payments, the foreign exchange mechanism, and currency convertibility. Prerequisite: Economics 305. *Staff*.

492. Theory of Auditing (3).

Basic principles of auditing with emphasis on analyzing and verifying records and reports. *Jones*.

GRADUATE COURSES

500. Bibliography and Research (3).F.

A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate students. *Sutton*.

501. Corporation Finance (3).W.

An intensive survey of the instruments and procedures of corporate finance. The internal and external sources of funds available to a business and corporate capital structures are analyzed. Mergers, recapitalizations, and intercorporate structures are discussed. Prerequisite: Business 458. *Weber*.

502. Marketing Problems and Policies (3).W.

Problems involving marketing organizations and methods with emphasis upon functions, institutions, and channels and their relationship to the consumer. Prerequisite: Business 320 or equivalent. *Hopkins*.

503. Advanced Business Law (3).W.

Law as it applies to the everyday business transactions of individuals and the organization and operation of a business enterprise. *West*.

505. Current Problems in Business Education (3).W.

Problems in organizing and administering business education programs. *Riner*.

506. Instruction of the Secretarial Subjects (3).SS.

Trends and research in the teaching of shorthand, typewriting, and related subjects. *Tully*.

507. Instruction in the Basic Business Subjects (3).S.
Objectives, organization of the curriculum, instructional materials, and methods of instruction of the basic business subjects. *Riner.*
508. Business Report Writing (3).F.
A study of principles and functions of communications for a business enterprise. *Tully.*
512. Materials, Methods, Equipment in Business Education (3).SS.
Investigations and demonstrations of recently developed materials, methods, and equipment used in teaching the business subjects in secondary schools. Offered as workshop on demand. *Hawkinson.*
516. Personnel Administration (3).S.
Problems and practices in personnel management. *Jones.*
517. Seminar in Accounting *Sutton.* (3).SS.
548. Independent Study *Sutton.* (3-6).F;W;S.
550. Master of Arts Thesis (6).F;W;S.



DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

L. Horine, *Chairman*, J. Askew, W. Church, J. Daye, E. DeGroat, Gray, J. Groce, M. Gruensfelder, C. Hodges, F. Hoover, R. Kanoy, E. Larson, R. Light, J. Mayhew, C. Meeks, C. Miller, E. Thomas, R. Thomas, R. Tomlinson, E. Turner, R. Watkins, J. Watson, J. Williams, B. Daye.

The objectives of the department are to prepare teachers, coaches, and youth leaders in health education, physical education and recreation for the schools and related agencies; to provide experience in physical education activities which will lead to acquisition of skill and fitness with leisure time and recreational value; through group and individual guidance to strive for optimum development of personality and good mental and emotional health; to uphold and promote high ethical standards in the profession; to pursue the above objectives within the context of the aims, objectives and purposes of the university.

A major in health and physical education leading to a Bachelor of Science degree *without certification to teach* consists of fifty-four quarter hours including: Health 101, 102, 103; Physical Education 210, 211, 212, 215, 307, 320, 409, 410, 412; and eighteen quarter hours of electives from Health 402 and Physical Education 314, 415, 457 or any of the skills and techniques courses numbered 330 through 345. Biology 101, 102, and 103 are required.

A minor in health and physical education consists of twenty-four quarter hours. Courses required for a minor are: Health 101, 102, 103, Physical Education 210, 211, 212, 307 and 320. Biology 101, 102, and 103 are required.

A major in health and physical education leading to a Bachelor of Science degree *and teacher certification* consists of sixty-six quarter hours, in addition to the General Education requirements. These courses include: Health 101, 102, 103, 401; Physical Education 210, 211, 212, 215, 307, 312, 320, 350, 351, 352, 409, 410, 412; three physical education activity courses from 110 through 209 in addition to those required in general education and at least six skills and techniques courses from 330 through 345. Biology 101, 102, and 103 are required.

After the freshman year and before student teaching a major is required to have an apprentice experience under a regular staff member for a minimum of one quarter.

A major in health and physical education leading to a Master of Arts degree consists of a minimum of thirty-six quarter hours selected by the student in consultation with and certified by his major adviser. Physical Education 500 must be taken at the beginning of graduate work.

COURSES OF INSTRUCTION IN HEALTH AND PHYSICAL EDUCATION

HEALTH

101. Personal Health (3).F;W;S;SS.
Basic principles of personal health, hygiene, and total fitness: physical, mental and emotional.
102. Family, School and Community Health (3).W;SS.
Family health factors: planning a family, sex education, child care, diet and nutrition, common diseases, school and community health factors, analysis of public and private health organizations.
103. First Aid (3).F;W;S;SS.
Principles and techniques of emergency first aid, civilian defense, and related safety factors.
201. Fundamentals of Health (3).F.
A course for the non-physical education majors with emphasis on sex education, sane diet and exercise, drugs, alcohol, tobacco, choosing a doctor, etc.
401. Methods and Materials in Health Education (3).F;W;S;SS.
The theory and practice of planning various types of health education programs for elementary and secondary levels; development of teaching and A-V materials; resources and organizations available for health teaching.
402. Safety Education (3).W;SS.
Study of safety procedures, techniques and programs; analysis of Safety Council statistics and their meaning for school and community; driver education programs, industrial safety programs applicable to the school, community programs, safety in sport, recreation and home.

PHYSICAL EDUCATION

All students may elect three or more activity courses (numbered 110 to 209). Non-swimmers are urged to take Physical Education 101. Students not actively engaged on athletic teams are urged to take Physical Education 110. Courses need not be taken in any particular sequence. No student may take more than one activity course per quarter without the written permission of the department chairman. The aim should be toward lifetime physical fitness.

Physical Education *majors* must take one activity course each quarter of the freshman and sophomore years (a total of six quarter hours) as a minimum, but may take more than six. Thereafter, they take a minimum of six skills and techniques courses.

Gym suits are furnished and laundered by the college for *on-campus* activity classes. Students furnish their own white athletic socks, white rubber-soled shoes, jackets, swimming suits, badminton, tennis, and squash racquets, tennis balls, handball gloves and balls. Towel service is provided.

The following courses are open to all students to fulfill the General Education requirements of three quarter hours of physical education and for those electing to take more than the three hours minimum: (*Note*—The symbol * indicates co-ed sections, numbered 50 and up. The symbol / indicates sections for men only, numbered 10 to 29. The symbol x indicates sections for women only, numbered 30 to 49.)

101. Swimming, non-swimmers	(1).F;W;S;SS.
110. Physical Fitness	(1).F;W;S;SS.
111. Beginning Swimming*	(1).F;W;S;SS.
112. Intermediate Swimming*	(1).F;S.
113. Advanced Swimming*	(1).W;S.
114. Tennis and Badminton*	(1).F;S;SS.
115. Folk and Social Dance*	(1).F;W;S.
116. Gymnastics*	(1).F;W;S;SS.
117. Golf* (Fee \$14 per quarter)	(1).F;S.
118. Bowling* (Fee \$8 per quarter)	(1).F;W;S.
119. Weight Training*	(1).F;W;S.
120. Basketball /x	(1).W;S.
121. Soccer /x	(1).F;S.
122. Volleyball /x	(1).F;W;S.
124. Softball /x	(1).F;S.
125. Winter Sports	(1).W.
126. LaCrosse /x	(1).F;S.
127. Beginning Fencing	(1).F;W;S.
128. Intermediate Fencing	(1).F;W.
129. Senior Life Saving	(1).W;S.
130. Adapted Physical Education	(1).F;W;S.
131. Hiking and Campcraft	(1).F;S.

132. Archery (1).S.
200. Beginning Skiing* (fee of \$50 per quarter) (1).W.
202. Intermediate Skiing (Fee of \$50 per quarter) (1).W.
203. Advanced Folk & Social Dance (1).W.
204. Squash Racquets* (1).F;W;S.
205. Modern Dance (1).W.
206. Wrestling / (1).F;W.
207. Field Hockey x (1).F;S.
208. Track and Field /x (1).F;S.
209. Handball (1).F;W;S.
210. Human Anatomy (3).F.
A study of the structures of the human body as they relate to physical education and human motion. Prerequisite: Biology 101-102-103.
211. Human Physiology (3).W.
A study of the basic functions of the human organism. Prerequisite: Physical Education 210 or equivalent.
212. Physiology of Muscular Activity (3).S.
The application of physiological principles to muscular and organic action of the human in sports and action. Prerequisite: Physical Education 211 or equivalent.
215. Introduction and History of Sports and
Physical Education (3).F;W;S.
An orientation into the field of physical education through the study of historical backgrounds, systems and organizations, leaders and movements, program and sports of the past and present.
307. Kinesiology (3).F;W;S.
Mechanical and anatomical fundamentals and the physics of human motion. Prerequisite: Physical Education 210.
312. Organization and Administration of
Physical Education (3).F;W;S;SS.
Organization, administration, supervision, planning, budgeting and evaluation of the physical education program on various levels. Planning and use of facilities, maintenance, purchasing, insurance, varsity and intramural programs, leagues and tournaments, public relations.
314. Officiating Men's Sports (2).F;W;S.
Principles and techniques of officiating. Lecture one hour, laboratory two hours.

320. Principles and Philosophies of Health
and Physical Education (3).F;W;S;SS.

A summary of the historical and present concepts, principles, and philosophies which relate to, and influence health, leisure, physical education and recreation.

SKILLS AND TECHNIQUES

A physical education major must take a minimum of six skills and techniques courses (numbered 330 to 347.) The student should have a skills course or show competence, as a prerequisite. Choice of courses will be made by the student with the student's major adviser.

Each of the courses deals with how to perform, and how to teach the subject. Fundamental skills, conditioning, training, lesson planning, drills, officiating, rules, resources and methods of evaluation are covered. Each course meets five days a week, including lecture and laboratory.

(Symbols: * Co-ed; / Men only; x Women only)

- | | |
|--------------------------------------|---------------|
| 330. Gymnastic and Tumbling | (3).F;W. |
| 331. Aquatics | (3).F;W;S;SS. |
| 332. Tennis and Badminton | (3).F;S;SS. |
| 333. Dance | (3).W;S. |
| 334. Volleyball | (3).F;S. |
| 335. Track and Field /x | (3).SS. |
| 337. Basketball /x | (3).W;S. |
| 339. Field Hockey x | (3).F;S. |
| 340. Soccer and Related Sports /x | (3).F;S. |
| 342. Football / | (3).F;S. |
| 343. Baseball / | (3).F;S. |
| 344. Wrestling / | (3).F;S. |
| 345. Softball x | (3).S. |
| 347. Skills and Techniques of Skiing | (3).W. |

Objective of the course will be to prepare students for teaching skiing by various techniques and for patrolling of the area for the safety of the skiing public. Prerequisite: P.E. 200 and 202, H.E. 103 or equivalent.

353. Fundamental Movements, Rhythms, and Group Games (3).F;W;S;SS.

This course will meet five days a week including lecture and laboratory. The student will be prepared to teach physical education at the elementary level. The emphasis will be placed on what, when, and why, and how activities should be taught.

409. Adapted Physical Education and Recreation (3).F;W;S;SS.

A survey of abnormalities and atypical cases; identification, with preventive and corrective techniques. (Prerequisite: Physical Education 210-11-12, 307.)

410. Evaluation in Health and Physical Education (3).F;W;S;SS.

A theory and methods course in the application of measurement, tests, statistics, and evaluation in health and physical education programs.

412. Prevention and Care of Athletic Injuries (3).F;W;S;SS.

Prevention and care of injuries; safety devices, use of wraps and supports, massage, taping, therapeutic techniques, and conditioning exercises. Prerequisites: Health 103; Physical Education 210-11-12, 307. Lecture two hours, laboratory two hours.

415. Planning a Recreation Program (3).S;SS.

Lectures and discussions on basic philosophy, principles and practices, current trends, financing, methods and procedures, administration, facilities and equipment, and leadership training.

SENIOR-GRADUATE COURSES

453. Football Coaching (3).S;SS.

Lectures and discussions on modern methods of training, play patterns, game strategy and seasonal planning. Open to experienced coaches only. *Messere.*

454. Basketball Coaching (3).SS.

A study of modern team and individual offense and defense. Lectures and discussions. Open to experienced coaches only. *Light.*

455. Advanced Track and Field Coaching (3).SS.

Lectures, discussions, study of training for all events. Open to experienced coaches only. *Staff.*

457. Advanced Modern Dance (3).SS.

Study and analysis of the techniques and basic philosophy of the dance, choreography, composition, comparison of various "schools", settings, costuming, music, and exhibitions. *Thomas.*

465. Seminar in Individual and Dual Sports (3).SS.

A study of individual and dual sports except aquatics, track and field. *Staff.*

466. Seminar in Team Sports (3).SS.
A study of team sports except basketball and football. *Staff.*

GRADUATE COURSES

500. Bibliography and Research (3).F;SS.
A study of bibliographical problems in the field, types of research, resources, organization and reporting, documentation of graduate writing and application to term projects. *Turner, Thomas.*
501. Scientific Bases of Health and Physical Education (3).W;SS.
Current findings and theories in various disciplines and specialties and their application to health and physical education. *Staff.*
502. Curriculum Development in Health and Physical Education (3).F;SS.
Study and evaluation of curriculum, program, and construction of plans for health and physical education for grades one through twelve. *Meeks, Larson, Gruensfelder.*
503. Analysis of Neuromuscular Activity (3).S;SS.
Anatomical, physiological, psychological, and mechanical principles applied to the analysis of skills and conditioning of the human in motion. Prerequisites: Undergraduate course in anatomy, physiology, kinesiology. *Thomas, Meeks.*
504. Philosophies Related to Health and Physical Education (3).S;SS.
A study of the outstanding leaders and ideas of the past and present as they apply to health, fitness, and recreation. *Larson, Gruensfelder.*
505. Interpretation of Data (3).W;SS.
Analysis and interpretation of test and measurement results and research findings in health and physical education. *Hoover.*
506. Measurement and Evaluation in Health and Physical Education (3).S;SS.
A course on measurement, evaluation, statistics, analysis of methods, test selection, construction and administration. *Hoover.*
507. Organization, Administration and Supervision of Health and Physical Education (3).F;SS.
Study and analysis of the organization, administration and supervision of programs, trends, theories, and current practices. *Hoover, Larson, Turner, Horine.*
508. Administration of Athletics (3).W;SS.
Analysis and comparison of various methods of operating athletics in schools and universities: schedules, contracts, purchasing, storage, travel, insurance, training problems, officials, evaluation. *Hoover, Horine, Larson.*

509. Seminar in Physical Education (3).S;SS.
Lectures, discussions, case studies and summary of the fields of physical education for experienced teachers. A problems course. *Horine, Meeks, Thomas, Turner.*
510. Athletic Facilities (3).S.
The planning, construction, budgeting, and maintenance of indoor and outdoor facilities for athletics, physical education and recreation. *Turner, Horine.*
511. Conditioning of Athletes (3).F;SS.
Methods of training, conditioning and reconditioning. *Larson, Thomas.*
512. Seminar in Dance and Rhythmics (3).W;SS.
For students with background and experience in dance. *Thomas.*
519. Public Recreation (3).SS.
A problems course for those in the field of public recreation. *DeGroat, Horine, Tomlinson, Gruensfelder.*
520. Comparative Health and Physical Education (3).F;SS.
A study of present and past programs of health and physical education, of a comparison of various cities, states, countries, and systems. Analysis of current practices and projection of trends. *Horine.*
521. Physical Education for the Retarded (3).SS.
Current programs and discoveries on the use and contribution of physical activity for increasing the potential of the mentally retarded. *Meeks.*
522. Seminar on School Health Programs (3).S;SS.
A problems course for experienced teachers. *Horine, Williams.*
548. Independent Study (3).F;W;S;SS.
For those capable of independent study and research in health, physical education or recreation. *Staff.*
550. Master of Arts Thesis (6).F;W;S;SS.
Staff.

DEPARTMENT OF HOME ECONOMICS

M. B. Allgood, *Chairman*, V. Irons, M. Rhyne, C. Roten, A. Smith, J. Stines, V. Welborn, J. Whitener.

The objectives of the Department of Home Economics are to help students become better citizens and members of society, have a workable knowledge of principles involved in home and family living, prepare for teaching some phases of home and family living at the secondary level, or to work in other areas of home economics, such as institutional administration, clothing and textiles merchandising, or foods and equipment.

The Lucy Brock Nursery School is conducted as a laboratory for home economics majors and as a means of observation for students in courses in education and psychology.

The Home Management House is operated each quarter and one quarter of residence is required of Home Economics Education majors and may be elected by those in Home Economics in Business if space is available.

A minor in home economics consists of twenty-four quarter hours scheduled in conference with the department chairman.

Courses in home economics where prerequisites are met are open to all students when space is available.

A major in Home Economics Education leading to the Bachelor of Science degree and teacher certification requires fifty-seven quarter hours in Home Economics: 101-102-103, 104-105-106, 204, 206, 207, 300, 303, 304, 305, 306, 307, 401, 402, 405, 409 and twenty-four quarter hours of the following related courses: Chemistry 111-112-113, Art 104, Biology 207, and Economics 200.

The major in Home Economics in Business leading to the Bachelor of Science degree has three options from which to choose:

OPTION I—Institutional Administration requires sixty quarter hours in Home Economics: 101-102-103, 104-105-106, 204, 300, 302, 303, 305, 307, 308, 309, 310, 311, 405, 409, 411, 412; the following additional science courses: Biology 207, 301, 308; Chemistry 201-202-203, 454; and the following related courses: Business 204, Economics 200, and Psychology 302, 470.

This major is approved by the American Dietetic Association and upon graduation the student is qualified to do a one-year

internship in an accredited hospital, thus becoming eligible for A.D.A. membership.

OPTION II—Foods and Equipment requires fifty-three quarter hours in Home Economics: 101-102-103, 104-105-106, 204, 300, 302, 303, 305, 306, 307, 404, 405, 407, 409, 411 and eighteen quarter hours of the following related courses: Economics 201-202-203, Business 320; English 205 and Speech 207. The science and art courses are the same as for Home Economics Education.

OPTION III—Clothing and Textiles Merchandising requires fifty-nine quarter hours in Home Economics: 101-102-103, 104-105-106, 204, 206, 207, 300, 302, 303, 304, 305, 306, 307, 406, 408, 409, 410 and eighteen quarter hours in the following related courses: Art 300, Business 204, 321, and Economics 201-202-203. The science and art courses are the same as indicated in

OPTION II

A minor consisting of twenty-four credits in another area must be declared for each option after a conference with the chairman of the department involved.

COURSES OF INSTRUCTION IN HOME ECONOMICS

101-102-103. Clothing (3-3-3).F-W-S.

The application of fundamental art principles, fashion, and knowledge of fabrics to clothing selection and construction. Lecture one hour, laboratory five hours.

104. Nutrition (3).F.

A study of food and its relation to body use and needs. Prerequisite: Chemistry 111-112-113.

105. Principles of Food Preparation (3).W.

A study of the basic principles of food preparation. Prerequisite: Home Economics 104. Lecture one hour, laboratory four hours.

106. Meal Planning (3).S.

Planning, preparation, and serving of family meals. Prerequisite: Home Economics 105. Lecture one hour, laboratory four hours.

204. Intermediate Foods (3).F.

A study of food conservation and meal preparation for everyday and special occasions. Prerequisites: Home Economics 104, 105, 106. Lecture one hour, laboratory four hours.

206. Clothing for the Family (3).W.

A study of the social, economic, psychological, physiological, and managerial aspects of clothing for the family. Prerequisite: Economics 200 or 201.

207. Home Furnishings (3).W;S.
Planning furnishings for livable homes with emphasis on function, economy, beauty, and individuality. Prerequisite: Art 104; Lecture two hours, laboratory two hours.
300. Child Development (3).F;W;S.
Study of the preschool child and his relationship to others. Lecture two hours, laboratory three hours in the Nursery School.
302. Professional Orientation (2).F.
Individual needs with relation to securing and holding a position in the business areas of home economics.
303. Housing (3).F;S.
A study of community, economic, and practical problems involved in planning shelter for the family.
304. Flat Pattern Design (3).F;S.
Flat pattern drafting techniques. Developing the basic sloper for use in designing garments in relation to figure problems and current fashion trends. Prerequisites: Home Economics 101-102-103 and Art 104. Lecture two hours, laboratory four hours.
305. Family Development (3).F;W;S.
Emphasis on self understanding through the study of family organization, roles, interactions and values as a unit in group living. Prerequisite: Home Economics 300.
306. Textiles (3).W;S.
A study of the manufacture identification, selection, analysis, and care of fabrics. Lecture two hours, laboratory two hours. Prerequisite: Chemistry 111-112-113.
307. Household Equipment (3).W.
Selection, operation, care, and arrangement of equipment. Lecture one hour, laboratory five hours.
308. Quantity Cookery (5).S.
A study and practice in planning and preparing foods in institutional kitchens. Prerequisite: Home Economics 204 and Chemistry 201-202-203. Lecture three hours, laboratory six hours.
Problems in personnel management. Prerequisite: Psychology 470.
309. Organization and Administration (3).F.
310. Food Production and Distribution (3).W.
Grading, storage, and purchasing of foods in large quantities. Prerequisite: Economics 200.
311. Institutional Equipment (2).W.
Selection, use and care of institutional equipment. Laboratory four hours.
400. House Planning and Design (3).On demand.
Same as Industrial Arts 400.

401. Home Management Principles (2).F;S.
A study of the principles involved in the management of family resources.
402. Home Management Residence (4).F;W;S.
Experiences in managing family resources in a home situation. Fee \$207. Prerequisites: Home Economics 204, 307, 401.
404. Advanced Foods (3).W.
Aesthetics of food as related to family meals; economic considerations and the application of scientific principles in distinctive cuisine. Prerequisite: Home Economics 204. Lecture one hour, laboratory four hours.
405. Advanced Nutrition (3).F;S.
The scientific planning of adequate dietaries for normal individuals of different economic levels as related to health and efficiency. Prerequisite: Home Economics 104. Lecture two hours, laboratory two hours.
406. Consumer Textiles (3).F.
Individual and group investigation and discussion of problems in fabric properties relative to serviceability. Prerequisite: Home Economics 306. Lecture one hour, laboratory four hours.
407. Advanced Equipment (3).W.
Group and individual experience relating to specific problems of household equipment. Prerequisite: Home Economics 204 and 307. Lecture one hour, laboratory five hours.
408. Draping (3).W.
Selection, design and construction of clothing using the dress form. Prerequisite: Home Economics 304. Lecture two hours, laboratory four hours. Student must supply own form.
409. Demonstration Techniques (3).F;W;S.
The application of good demonstration techniques as a teaching device. Prerequisites: Home Economics 204, 307. Laboratory six hours.
410. Appreciation of Clothing and Design (3).F.
A study of the relationship of art and design principles in the selection of clothing. Prerequisite: Art 300.
411. Experimental Cooking (3).S.
Testing theories of food preparation, judging of products and establishing standards. Prerequisites: Home Economics 204. Lecture one hour, laboratory four hours.
412. Diet Therapy (3).S.
Nutrition in the treatment of disease. Changes in metabolism and their relationship to dietary requirements and food intake. Prerequisite: Home Economics 405.

SENIOR-GRADUATE COURSES

453. Innovations in Home Economics (3).SS.
Exploring and executing current teaching techniques with emphasis on creativity and response. (Offered on demand.) *Staff*.
454. Cultural Foods (3).SS.
Cultural aspects of food as related to family meals; economic considerations; application of scientific principles in distinctive cuisine. Individual problems. (Offered on demand.) *Staff*.
459. The Demonstration—A Teaching Tool (3).SS.
The study and application of good techniques for the development of the demonstration as one teaching device. (Offered on demand.) *Staff*.
460. Nutrition in the Elementary School (3)
A study of nutrition as it applies to the child and ways in which the elementary teacher can interest the child in proper diet. May be used for certificate renewal. *Irons, Welborn*. (Offered on demand.)



DEPARTMENT OF INDUSTRIAL ARTS

F. Steckel, *Chairman*, R. Banzhaf, C. Owen, G. Ragan, D. Rigsby, J. Short, Jr., J. Sloop.

The Department of Industrial Arts seeks to provide all students with a broad introduction to the seven basic areas of Industrial Arts and to develop a high degree of skill in the performance of the operations involved in these areas.

A major in industrial arts leading to the Bachelor of Science degree without teacher certification consists of sixty quarter hours, the courses to be selected in conference with the student.

A minor in industrial arts leading to the Bachelor of Science non-teaching degree consists of twenty-four quarter hours, the courses to be selected in conference with the student.

A major in Industrial Arts leading to the Bachelor of Science degree and teacher certification consists of sixty-nine quarter hours including 101-102; 201-202; six quarter hours from 204-205-206-207; 301-302; 305-306; 231-232; three quarter hours from 401-402; 403; 471; nine quarter hours in advanced courses from each of at least two areas; one year of a physical science; mathematics 107 and 108; and six quarter hours of Industrial Arts electives.

A major in industrial arts leading to the Master of Arts degree includes 512, 514, 517, 520, and electives in industrial arts to total thirty-six quarter hours.

COURSES OF INSTRUCTION IN INDUSTRIAL ARTS**101. Industrial Graphics and Design (3).F.**

Basic fundamentals of industrial graphics including geometry of graphical construction, projection systems, sections and conventions, sketching, pictorials, lettering, dimensioning and introductory graphical design. Lecture one hour, laboratory five hours.

102. Descriptive Geometry (3).W.

Introduction to industrial design with emphasis on product development and team dynamics utilizing graphical methods and descriptive geometry. Spatial analysis of geometric elements, vectors, data analysis and graphical applications to a variety of industrial and engineering areas. Prerequisite: Industrial Arts 101. Lecture one hour, laboratory five hours.

103. Industrial Sketching and Reproduction (3).S.

Practice in developing skills of rapid technical sketching as applied to industrial needs. Reproduction techniques with an introduction to the

use of the various media of technical illustration. Prerequisites: Industrial Arts 101 and 102. Lecture one hour, laboratory five hours.

201. Introduction to Woods (3).F.
Introduction to working with wood and care and use of basic wood-working tools and machines. Lecture one hour, laboratory five hours.
202. Wood Technology (3).W.
Jointing, shaping, finishing, and advanced machine woodworking and related technology. Lecture one hour, laboratory five hours.
203. Advanced Wood Technology (3).S.
Advanced woodworking with both hand and machine; project design and construction. Lecture one hour, laboratory five hours.
204. Leather (3).F;W;S;SS.
Basic processes and techniques involved in working with leather, with emphasis on design and skill. Lecture one hour, laboratory five hours.
205. Ceramics (3).F;W;S;SS.
Basic processes and techniques involved in working with ceramics with emphasis on design and skill. Lecture one hour, laboratory five hours.
206. Art Metal (3).W.
Basic processes and techniques involved in working with art metal with emphasis on design and skill. Lecture one hour, laboratory five hours.
207. Jewelry (3).F;S.
Basic processes and techniques involved in working with jewelry, with emphasis on design and skill. Lecture one hour, laboratory five hours.
208. General Shop: Industrial Plastics (3).F.
Basic processes and techniques involved in working with plastics. Lecture one hour, laboratory five hours.
209. Technical Graphics (3).F.
A comprehensive application of graphical techniques for the presentation of machine and structural working drawings. An introduction to spherical projection and topographical drafting.
217. Introduction to Crafts (3).F;S.
An introduction to our craft heritage and the techniques for creative expression in ceramics, art metal, jewelry, leather, and other three dimensional media. Lecture one hour, laboratory five hours.
231. Letterpress Printing (3).F.
The sequential study of letterpress printing which includes hand composition, letterpress make-ready and presswork; auxiliary areas are the study of type styles, paper technology, printing mathematics, and bookbinding. Lecture one hour, laboratory five hours.

232. Photo-Offset Lithography (3).W.

The sequential study of photo-offset lithography which includes hot-type and cold-type composition, industrial photography, negative preparation, direct and photographic plate manufacture and offset press operation; auxiliary areas are electro-static printing, advanced studies in paper technology, and office reproduction techniques. Lecture one hour, laboratory five hours.

233. Industrial Photo-Lithography (3).S.

Advanced studies in cold-type composition (both photographic and mechanical) and offset press operation. A major emphasis in the area of industrial photography up to four color separation and printing; auxiliary areas are use of testing equipment for negatives, plates, and paper in the industrial scheme. Lecture one hour, laboratory five hours.

301. Introduction to Metals (3).F.

Introduction to and orientation in the metals field. Fundamental bench metal and hand tool operations. Equal time is spent in bench metal and machine metal. Lecture one hour, laboratory five hours.

302. Metal Technology (3).W.

The cutting, shaping, casting, and machining of ferrous and non-ferrous metals and related technology. Special emphasis is placed on foundry and wrought iron. Lecture one hour, laboratory five hours.

303. Advanced Metal Technology (3).S.

Advanced work in one of the areas in 301 or 302. Lecture one hour, laboratory five hours.

304. Power Mechanics (3).F;S.

The theory and practice of power involving internal combustion, power sources, solar fuel rocket concepts, fuel cell energy, solar cell energy, and thermoelectric generator energy.

305. Electricity (3).F.

Electrical and Electronic fundamentals involving basic concepts and D. C. circuits. Lecture one hour, laboratory five hours.

306. Electricity Technology (3).W.

An approach to the science of electricity. Lectures with classroom construction and experimentation on resistive, capacitive, inductive, and hybrid circuits. Lecture one hour, laboratory five hours.

307. Electronics Technology (3).S.

Fundamental principles and operation of semiconductor components with the vacuum tube used as a comparator. Taught through lecture, experimentation, demonstration, and product construction. Lecture one hour, laboratory five hours.

308. Production Techniques, Wood (3).F.

Jigs, fixtures, and related production techniques. Lecture one hour, laboratory five hours.

310. Sheet Metal (3).W.
Layout and fabrication of sheet metals. Lecture one hour, laboratory five hours.
311. Production Techniques, Metals (3).S.
Jigs, fixtures, and related production technique. Lecture one hour, laboratory five hours.
312. Electronics, Advanced (3).F.
Electronic control and regulation, including the thyatron, and solid state devices. Lecture one hour, laboratory five hours.
313. Architectural Working Graphics (3).W.
Construction details of various building types with emphasis on architectural standards. Prerequisites: Industrial Arts 101 and 102. Lecture one hour, laboratory five hours.
314. Architectural Design and Graphics (3).W.
A study of the owner-architect relationship utilizing a contractual approach to the solution of problems in creative design and the preparation of plans for the construction of various building types. Prerequisite: Industrial Arts 313. Lecture one hour, laboratory five hours.
316. Industrial Arts for Elementary School Teachers (3).F;W;S.
An industrial arts and crafts course for elementary school teachers. Emphasis on manipulation experience and handwork adapted to the elementary school child. Not open to majors in industrial arts. Lecture one hour, laboratory five hours.
324. Leather (3).F;W;S;SS.
A continuation of 204.
325. Ceramics (3).F;W;S;SS.
A continuation of 205.
326. Art Metal (3).F.
A continuation of 206.
327. Jewelry (3).F.
A continuation of 207.
331. Bookbinding (3).W.
Methods of construction of standard types of books, pamphlets, and magazines. Emphasis is on common practices and materials. Lecture one hour, laboratory five hours.
332. Silk Screen Printing (3).W.
The construction of silk screen printing equipment and various methods and techniques of printing on different materials through various media. Emphasis is on industrial processes. Lecture one hour, laboratory five hours.

333. Production Techniques, Graphic Arts (3).S.

Theory and application of different production techniques in letterpress printing and photo-offset lithography. The course will operate in the same manner as a commercial print shop. Lecture one hour, laboratory five hours.

400. House Planning and Design (3).On demand.

Architectural styles, planning, building materials as related to residential structures. Prerequisite: Industrial Arts 313. Lecture one hour, laboratory five hours.

401. Equipment and Maintenance, Wood (3).W.

Operation and maintenance of woodworking machines and tools. Lecture one hour, laboratory five hours.

402. Equipment and Maintenance, Metals (3).F.

Operation and maintenance of metalworking machines and tools. Lecture one hour, laboratory five hours.

403. Organization and Equipment (3).W;S.

Planning and equipping industrial arts laboratories; budgets, sources of equipment and supplies, requisition, storage. Lecture three hours.

404. Welding (3).On demand.

Arc and oxy-acetylene welding. Lecture one hour, laboratory five hours.

SENIOR-GRADUATE COURSES

452. Contemporary Industrial Finishing (3).On demand.

The course consists of the care and maintenance of finishing equipment; the selection and use of spray equipment and the preparation of the surface to be finished: staining, filling, undercoating, top coating as well as rubbing out the final coat; application of simple and synthetic finishes. Each student should bring a small piece of furniture, such as an end table, coffee table, or small wood object for finish. Lecture one hour, laboratory five hours. *Rigsby*.

454. Period Furniture (3).On demand.

The study of furniture and its importance, design and periods. The student designs and constructs a piece of period furniture. Prerequisite: nine quarter hours of woodworking or its equivalent. Lecture one hour, laboratory five hours. *Rigsby*.

455. Contemporary Furniture (3).On demand.

The design and construction of classic contemporary furniture and the work of contemporary furniture designers, with emphasis on Scandinavian design. Lecture one hour, laboratory five hours. *Rigsby*.

456. Communications (3).SS.

Elements of television, radio, telemetry, and associated communications phenomena. Lecture one hour, laboratory five hours. *Steckel*.

458. Crafts for the Handicapped (3).S;SS.
Basic craft activities and occupational skills for the handicapped. Practical experiences in materials and methods. *Owens*.
459. Graphical Analysis of Drafting Problems (3).On demand.
Techniques of presenting data for the solution of scientific and technical problems through the use of graphical computations and the direct (and indirect) methods of descriptive geometry. Prerequisite: Industrial Arts 102. Lecture one hour, laboratory five hours. *Short*.
460. Industrial Design (3).S.
Design as applied to the industrial product. Lecture one hour, laboratory five hours. *Short*.
461. Industrial Illustration (3).On demand.
Practice with the various media used in technical illustrations for reproduction and publication to acquaint the student with the steps in developing technical manuals, brochures, and similar industrial publications. Prerequisites: Industrial Arts 101, 102. Lecture one hour, laboratory five hours. *Short*.
462. Materials (3).On demand.
The structure and characteristics of common industrial materials; laboratory work in the same area of stress-strain hardness testing and the heat treatment of metals. *Steckel*.
463. Care and Maintenance of Equipment (3).SS.
The installation, care, and maintenance of power equipment and motors, including complete rebuilding, adjusting, and full utilization of the rebuilt machine. *Staff*.
464. Problems in Leather Techniques (3).F;W;S;SS.
An analysis of functional design and production methods of leather work. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours. *Owens*.
465. Problems in Ceramics Techniques (3).F;W;S;SS.
An analysis of functional design and production methods of ceramics. Individual projects, designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours. *Owens*.
466. Problems in Art Metal Techniques (3).W.
An analysis of functional design and production methods of art metal techniques. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours. *Owens*.
467. Problems in Jewelry Techniques (3).F;S.
An analysis of functional design and production methods of jewelry. Individual projects designed to employ various technical and commercial methods of production. Lecture one hour, laboratory five hours. *Owens*.

468. Transportation (3).On demand.
Theory and application of internal combustion engines, turbines, and turbo jets to transportation. *Ragan*.
469. Machine Tool Operation (3).W;SS.
The cutting and shaping of metals using the common machinic tools of the school and industry. *Ragan*.
470. Advanced Machine Tool Operation (3).On demand.
Advanced laboratory practice in setting up and operation of standard and production type machine tools. Prerequisite: six hours of metal. Lecture one hour, laboratory five hours. *Ragan*.
471. General Shop (3).F;W;S.
The combining of the various unit shops into one physical setting. Development of course materials suitable for use in the types of general shops found in the public schools. Lecture one hour, laboratory five hours. *Steckel*.
475. Problems and Processes of Industrial Arts (1-3).F;W;S.
Individual research on problems determined by the students needs. *Staff*.
480. General Shop: Graphic Arts (3).SS.
An analysis of techniques and laboratory practice in all areas of Graphic Arts. Areas include photo-offset lithography, letterpress printing, silk screen printing, block printing, and bookbinding. Lecture one hour, laboratory five hours. *Banzhaf*.
481. Advanced Offset Lithography (3).On demand.
Advanced laboratory practice in composition, industrial photography, plate manufacturing techniques, and offset press set-up and operation. Lecture one hour, laboratory five hours. *Banzhaf*.
482. Advanced Letterpress Printing (3).On demand.
Advanced laboratory practice in composition, make-ready, presswork, and finishing techniques, including special operations on the platen press and related technology. Lecture one hour, laboratory five hours. *Banzhaf*.
483. Office Reproduction Techniques (3).W;S.
The study of the various methods modern businesses use to reproduce printed or duplicated copy. The course includes secretarial practices of cold type composition, offset lithography, electro-static printing and auxiliary operations. *Banzhaf*.

GRADUATE COURSES

504. Machine Design and Construction (3).On demand.
The elements of machine design including the construction of a powered machine. Lecture one hour, laboratory five hours. *Ragan*.

505. Industrial Tools and Processes (3).S;SS.
A survey of the basic materials, elements, and machines of industry to develop an understanding of industrial nomenclature, methods, and processes. Lecture, demonstrations, and field trips. Prerequisite: six hours of metal. Lecture one hour, laboratory five hours. *Ragan*.
506. Electronics Component and Systems (3).On demand.
A laboratory course largely devoted to the construction of electronic gear. Lecture one hour, laboratory five hours. *Sloop*.
507. Industrial Electronics (3).S;SS.
This course covers, through lecture, demonstration and experiments, control devices such as thyatrons, relays, timing devices, synchros, and motor controls. Lecture one hour, laboratory five hours. *Sloop*.
508. Digital Computer Circuits (3).SS.
Through experimentation and demonstration, this course offers realistic practice with digital logic circuits; the application of digital computers in business; the arithmetic unit, memory elements, input-output devices, and the control element. Lecture one hour, laboratory five hours. *Sloop*.
509. Transistor Workshop (3).SS.
An intensive course devoted to the application of transistors and involving techniques of testing in regard to DC parameters and interpretation of transistor manufacturers' data sheets. Lecture one hour, laboratory five hours. *Steckel*.
510. Industrial Arts for Elementary School Teachers (3).SS.
Development of basic skills through elementary work in woods, metals, and other materials easy to obtain. Adaptation of work to classroom situations. Planning for creative work with limited equipment. Not open to majors in industrial arts. Lecture one hour, laboratory five hours. *Sloop*.
512. Philosophy of Industrial Arts Education (3).F;SS.
The philosophy of industrial education from its beginning in manual training through contemporary programs in industrial arts and vocational education. *Steckel*.
513. Industrial Arts Curriculum Development (3).On demand.
Planning and development of course content for the major areas of industrial arts, incorporating the prevailing philosophy and objectives of school systems. *Steckel*.
514. Design and Equipping of Industrial Arts Facilities (3).W;SS.
Factors of school shop planning, equipment selection, layout and arrangement, and architectural considerations. *Steckel*.
517. Instructional Methods and Techniques
for Industrial Arts Laboratories (3).S;SS.
The role of the project as a vehicle for learning. Preparation of instructional materials, record keeping, budget construction, and requisitioning of supplies. *Steckel*.

520. Skill Development in Major Areas (3-6).On demand.
Individual or group work in area competence. Technique and process in the craftsmanship of the transformation of materials. Prerequisite: Must have been admitted to candidacy. *Staff*.
521. Woodworking Jigs and Fixtures (3).S;SS.
The design and construction of jigs and fixtures for machines commonly found in industrial education shops. The use of common school shop machines for production by adapting them with jigs and fixtures and special cutters. Prerequisite: one wood and one metal class from Appalachian. Lecture one hour, laboratory five hours. *Rigsby*.
522. Specialty Woodworking (3).W;SS.
Wood carving on flat, turned, and curved surfaces. Inlaying with synthetic and natural woods. Veneering flat and curved surfaces. Laminating with wood and veneer both flat and curved. Design of projects using the above. Lecture one hour, laboratory five hours. *Rigsby*.
526. Advanced Ceramics (3).F;W;S;SS.
Individual problems in the advanced phases of ceramics design, production, and finishes. Lecture one hour, laboratory five hours. *Owens*.
527. Advanced Jewelry (3).F;S.
Individual problems in the advanced phases of jewelry design, production, and finishes. Lecture one hour, laboratory five hours. *Owens*.
528. Advanced Leather (3).F;W;S;SS.
Individual problems in the advanced phases of leather design, production, and finishes. Lecture one hour, laboratory five hours. *Owens*.
530. Special Problems in Industrial Education (1-3).F;W;S.
Individual research. Areas to be determined by need, background, and interest. Prerequisite: Must have been admitted to candidacy. *Staff*.
531. Photo-Offset Lithography (3).F;W.
Individual problems in the advanced phases of industrial photography, film and lithographic plate preparation, cold type composition, and offset press techniques. *Banzhaf*.
533. Letterpress Printing (3).W;S.
Individual problems in the advanced phases of hot type composition, make-ready, die-cutting, finishing, and letter-press techniques. *Banzhaf*.
535. Problems in Bookbinding (3).F;W.
Individual problems in the advanced phases of binding loose pages, pamphlets, magazines, and miscellaneous printed materials, with special emphasis on finishing and cover materials. *Banzhaf*.
537. Silk Screen Printing (3).W;S.
Individual problems in the advanced phases of silk screening multi-color on various media using the techniques of hand-cut, photo, and acid etching processes. *Banzhaf*.

DEPARTMENT OF MILITARY SCIENCE

J. G. Collins LTC, *Chairman*, J. E. Arnold MAJ, J. W. Beaver CPT, R. B. Parrott CPT.

The Army ROTC program has been developed to give college men "on campus" training and experience in the art of organizing, motivating, and leading others. It includes instruction to develop self-discipline, physical stamina, and bearing - - qualities that are an important part of leadership and that contribute to success in any kind of career

The first two years of military training in the Reserve Officers Training Corps are elective for all United States citizen male students who pass Corps entrance requirements. These two years comprise the basic course, which is normally completed during the freshman and sophomore years. A student may attend a basic summer camp of six weeks duration following his sophomore year in lieu of attending the Basic Course.

During the junior and senior years, an advanced course is offered on a voluntary basis to those cadets meeting the necessary qualifications. Upon successful completion of the advanced course, which includes a six-weeks period of ROTC Summer Camp, each cadet is commissioned as a Second Lieutenant in a component of the United States Army. Outstanding students designated as distinguished military students may be selected for direct appointment as Regular Army officers.

For a minor in Military Science the students must complete the advanced course, including the summer camp, for a total of twenty-seven quarter hours of credit. This total may include appropriate subjects from other departments.

Two, three, and four-year scholarships are offered by the Department of the Army. Further details are listed in the Financial Aid portion of this catalogue.

BASIC COURSE REQUIREMENTS

A candidate for ROTC training must:

- a. Be of good moral character.
- b. Be a citizen of the United States.
- c. Be between 17-24 years of age.
- d. Be physically able to participate in the program of instruction.

- e. Be enrolled as a freshman at this institution.
- f. Meet other entrance requirements as determined by the Professor of Military Science, current Army regulations, and University policies.

A student who does not meet all of the above requirements should consult with the Department of Military Science to determine if waivers can be granted.

A waiver of attendance of MS I and/or MS II may be granted for previous ROTC training or military service and upon application in accordance with the following:

- a. Active Military Service Waiver of MS I and MS II
(Four or more months)
- b. Junior Division ROTC Training
Two or Three Years Waiver of MS I
Four Years Waiver of MS I and MS II
- c. Attendance at Service Academies is equated on a year for year basis.
- d. All Senior Division ROTC (Air Force, Army and Navy) is equated on a year for year basis.
- e. Students with combinations of the above or with National Defense Cadet Corps training should consult with the Professor of Military Science to determine individual eligibility for waivers.

TEXTS AND UNIFORMS

Basic Course students do not receive monetary allowances. Texts and uniforms are furnished by the Government. To insure against a loss to the Government of items of the uniform or other equipment, a \$20.00 deposit is required of all cadets in the Basic Course. This amount, less deductions for any losses not otherwise paid for, will be returned to the cadet upon formal withdrawal from the University or upon completion of the Basic Course.

ADVANCED COURSE REQUIREMENTS

A candidate must:

- 1. Meet requirements for the Basic Course.
- 2. Meet medical requirements for Advanced Course.

3. Possess qualifications for becoming an effective Army Officer.
4. Achieve a passing score on ROTC Qualifying examination.
5. Have a minimum of two years remaining at the University.
6. Have satisfactorily completed the Basic Course, received a waiver in lieu thereof, or have satisfactorily completed the basic summer camp.
7. Have satisfactorily completed loyalty requirements.
8. Agree to enlist in the United States Army Reserve, accept a commission if offered, and serve two years on active duty if required.
9. Meet other requirements as determined by the Professor of Military Science, current Army regulations, and University policies.

A student who does not meet all of the above requirements should consult with the Department of Military Science to determine whether waivers can be granted.

TEXTS AND ALLOWANCES

Each cadet enrolled in the Advanced Course receives retainer pay at the rate of \$50.00 per month. In addition, he receives uniforms valued at \$100.00, which become his property upon successful completion of the Advanced Course. He is paid six cents per mile travel expense to and from summer camp. While at camp, he is paid at the rate of \$193.20 per month. The pay and allowances received while one is in the Advanced Course totals approximately \$1,300.00

COURSES OF INSTRUCTION IN MILITARY SCIENCE

101-102. Military Science I, Basic Course (2-0).F-W-S*

Basic military subjects with emphasis on U. S. Army and ROTC organization; individual weapons and marksmanship training; U. S. Defense Establishment, evolution of weapons; principles of war; and objectives of national security and defense.

Lecture two hours. Laboratory two hours. *Laboratory for MS 102 is conducted during the spring quarter. Credit for MS 102 is given with successful completion of spring laboratory requirement.

201-202-203. Military Science II, Basic Course (2-2-2).F-W-S.

Use of maps and aerial photographs, American military history, and an introduction to small unit operations and tactics. Prerequisite: MS 101, 102 and mathematics 101 (or equivalent) or permission of De-

partment Chairman. Lecture two hours, laboratory two hours except in winter quarter.

301-302-303. Military Science III, Advanced Course (3-3-3).F-W-S.

Leadership, military teaching principles, branches of the Army, small unit tactics, communications, and pre-camp orientation. Prerequisite: Successful completion of MS I, MS II, selection by department. Lecture three hours, laboratory two hours except in winter quarter.

350. ROTC Summer Camp Advanced Course (9).SS.

Normally taken summer following Junior year. Training conducted at designated U. S. Army installation. This training provides cadets with practical experience in leadership, military teaching, small unit tactics, weapons qualifications, and communications. To receive credit, a student must register and pay a fee at the University.

401-402. Military Science IV, Advanced Course (3-3).F-S.

Characteristics, attributes, and techniques of commissioned officers. Fourth-year cadets normally serve as officers in cadet brigade. A study of operations, logistics, army administration, military law, role of U.S. in world affairs, service customs, and officer orientations. Prerequisite: MS 301, 302, 303. Completion during the school year of a 400 level student teaching course or a 300 or 400 level approved course in Political Science, Psychology, Sociology or other courses as approved by the Department Chairman. Lecture three hours. Laboratory two hours.



DEPARTMENT OF MUSIC

W. Spencer, *Chairman*, W. Cole, M. Disbrow, N. Erneston, E. Fox, E. Hotard, C. Isley, A. Justice, J. Logan, W. Mears, W. Newton, P. Paul, L. Reynolds, S. Robertson, W. Safrit, H. Smith, J. Sykora, J. Tallant, S. Uggen, E. White.

The Department of Music is a member of the National Association of Schools of Music. The requirements set forth in this catalogue are in accordance with the published regulations of the National Association of Schools of Music.

The objectives of the Department of Music are to provide: the best possible preparation of performers in different areas of music; teachers of music for the public schools and institutions of higher learning; training for the classroom teacher in the organizing and conducting of a well-balanced music program; music experiences and activities in which the music major as well as the general student can increase his skills, knowledge, and appreciation of music to contribute to the cultural tone of the university and community through the presentation of a variety of public programs and concerts.

ENTRANCE REQUIREMENTS AND PLACEMENT EXAMINATIONS FOR FRESHMEN

1. Applied Music: An audition is required of all entering freshmen transfer students.

The entrance requirements in the major performance medium are as follows:

VOICE: An acceptable voice and the ability to sing with accurate pitch and rhythm.

PIANO: The ability to perform major and minor scales and arpeggios, and compositions of the difficulty of Bach, *Two-Part Inventions*; Beethoven, *Sonata Op. 49*; Chopin, *Mazurka, Op. 33, No. 3*.

INSTRUMENTS: A fundamental knowledge of the instrument including an acceptable method of producing tone; awareness of intonation problems; accurate rhythmic feeling; some contact with solo literature available for the instrument; the ability to play major, minor, and chromatic scales with the proper fingering.

Those who do not meet freshman standing must enroll in 013-014-015 until entrance requirements can be met.

2. Theory: Freshmen and transfer students who plan to major in music take a placement examination to determine their general musical knowledge. Those who do not meet freshmen standing must enroll in Music 100. For specific information write the department chairman.

ENTRANCE REQUIREMENTS AND PLACEMENT EXAMINATIONS FOR GRADUATE STUDENTS

All entering graduate music majors will demonstrate by examination their skills and abilities in music theory, music history and literature, performance major and music education where it applies. Any deficiency noted may require courses or individual study in the area of the deficiency prior to admission to candidacy for the degree.

DEGREE PROGRAMS

A major in music leading to the Bachelor of Arts degree consists of fifty-seven quarter hours above general education requirements (Music 217), including 101-102-103, 180, 201-202-203, 304-305-306, twelve quarter hours of applied music, six quarter hours of ensembles, and nine quarter hours in approved electives.

A minor in music consists of twenty-four quarter hours above general education requirements, the courses to be selected in conference with the student.

A major in music: General, leading to the Bachelor of Science degree and teacher certification, consists of eighty quarter hours above general education requirements (Music 217). These include an applied major in piano or voice, twenty-two quarter hours; applied minor, nine quarter hours, 101-102-103, 121-122-123, 125, 131, 132, 180, 201-202-203, 304-305-306, 316, 317, 318, 402, 403, 405, 416. Professional education courses in music methods include Education 307, 308, 420. Music majors are required to participate in ensembles for eleven quarters (eleven elective quarter hours).

A major in music: Instrumental, leading to the Bachelor of Science degree and teacher certification, consists of eighty-one quarter hours above general education requirements (Music 217). These

include an applied major instrument, twenty-two quarter hours; applied piano, six quarter hours, 101-102-103, 121-122-123, 125-126-127, 128, 131-132-133, 180, 201-202-203, 304-305-306, 316, 317, 318, 402, 404, 405, 416. Professional education courses in music methods include Education 307, 308, 419. Music majors are required to participate in ensembles for eleven quarters (eleven elective quarter hours).

A major in piano pedagogy leading to the Bachelor of Science degree consists of ninety-nine quarter hours above General Education requirements (Music 217). These include piano, thirty-nine quarter hours; applied minor, six quarter hours; accompanying, six quarters; piano ensemble, three quarter hours; senior recital, 101-102-103, 180, 201-202-203, 304-305-306, 316, 402, 403, 405, 452. Professional education courses in music methods include Education 309.

A major in music leading to the Master of Arts degree consists of thirty-three to thirty-nine quarter hours, including 500, 522, 531. The graduate student must demonstrate proficiency or take courses in Music History and Literature, Theory, Applied Music, Conducting, and Music Education.

PROFICIENCY IN MAJOR (PRINCIPLE) PERFORMING MEDIUM

During the senior year a music major will demonstrate satisfactory proficiency in his major (principle) performing medium: piano, voice, violin, clarinet, or other band or orchestral instrument. This may be done in one of three ways: 1. An individual recital; 2. A group recital with no more than three participants; 3. A comprehensive examination which includes the major instrument, theory, and other class work in music which the student has covered during the four years.

All music majors are required to attend a weekly performance seminar and each major is required to perform on the seminar at least twice during the academic year. At the discretion of the instructor freshmen may be excused from performing.

PIANO PROFICIENCY FOR ALL MAJORS

By examination a music major shall demonstrate satisfactory proficiency in piano at the end of the sophomore year. Failure to acquire this proficiency will necessitate repeating the examination until proficiency is demonstrated.

The student must demonstrate ability to play the most widely used songs in community song books, to improvise chordal accompaniments, and to demonstrate familiarity with the keyboard through diatonic progressions and easy modulations.

SIGHT SINGING AND EAR TRAINING PROFICIENCY

A music major shall demonstrate by examination satisfactory proficiency in sight singing and ear training at the end of the second year. Failure to acquire this proficiency will necessitate repeating the examination until proficiency is demonstrated.

The student must demonstrate ability to sing on sight melodies which involve modulation to relative keys and chromatic non-harmonic tones. He also must write from dictation melodies, harmonies, and rhythmic patterns from instrumental and choral music which will demonstrate his ability to hear accurately diatonic and chromatic melodies and harmonic progressions, and complex rhythmic patterns.

RECITALS AND CONCERTS

Student recitals are held each quarter to provide students with experience and poise in public performance. Seniors and other advanced students present individual or joint recitals to fulfill requirements for graduation. Frequent concerts are given by faculty members, various musical organization, and visiting artists.

It is desirable that music majors, undergraduate and graduate, attend all concerts and recitals sponsored by the Music Department.

APPLIED MUSIC

Individual music instruction is offered in piano, organ, voice, and all orchestral and band instruments. Courses in applied music are required of all music majors and may be elected for general college credit by students not majoring in music.

Piano. The piano major should develop the ability to sight read, play accompaniments in a musical manner and perform representative works from all periods of music, from the pre-Bach to the present.

Voice. The voice major should be able to sing on pitch and show musician aptitude. Study will include good posture, relaxation,

diaphragmatic breathing, good diction and vocal exercises and appropriate songs adapted to the student's needs.

Organ. Piano facility which satisfies the instructor is a prerequisite for study in organ. The study includes pedal scales, hymn playing, appropriate selections from the works of Bach, Mendelssohn, Franck, and Widor, as well as contemporary European and American compositions.

Brass and Woodwind Instruments. This study emphasizes proper breath control, embouchure, and position, as well as good tone production and intonation. Materials and literature will be chosen on the basis of the student's ability and progress.

String Instruments. The purpose of string instruction is to promote in the student the basic techniques of good intonation, clarity and refinement of fingering and bowing styles, and the development of tonal beauty. Emphasis is placed upon the importance of phrasing and interpretation.

Percussion Instruments. The student expecting to major in this area should have a background of the basic rudiments in snare drum and sufficient experience and preparation of the other percussion instruments to play a standard band composition. The first year of study emphasizes the snare drum and the twenty-six rudiments along with suitable solo literature. The remainder of the time is devoted to the tympani and other traps and equipment, with the main emphasis placed upon the marimba.

COURSES OF INSTRUCTION IN MUSIC

Applied Music (Secondary)

010-011-012; 110-111-112; 210-211-212;

310-311-312; 410-411-412.

(1-1-1).F-W-S-SS.

One 30-minute individual lesson and six practice hours a week. 010-011-012 is designed for students below the freshman level and carries general college credit but no credit toward the music major. Each course offered every quarter.

Applied Music (Principle)

013-014-015; 113-114-115; 213-214-215;

313-314-315; 413-414-415.

(2-4).F-W-S-SS.

Two 30-minute individual lessons and six practice hours per week for each quarter hour credit. 013-014-015 is designed for students below the freshman level and carries general college credit but no credit toward the music major.

100. Elements of Music Theory (3).F.

100 is designed for students below the freshman level and carries general college credit but no credit toward the music major or elementary concentration in music. Lecture and demonstration five hours.

101-102-103. Basic Theory (3-3-3).F-W-S.

A course in the fundamentals of music integrating the basic materials and skills. Chord progression, altered chords, seventh chords, cadences, non-harmonic tones, modulation, and secondard chords are approached through integrated avenues of writing, performing and creating. Lecture and demonstration five hours.

121-122-123. String Class (1-1-1).F-W-S.

A presentation of the fundamental principles involved in playing and teaching stringed orchestral instruments. Lecture and demonstration two hours.

125. Woodwind Class I (1).W.

Group instruction in the fundamental principles of woodwind technique. Laboratory two hours.

126-127. Woodwind Class II (1-1).S-F.

A presentation of the fundamental principles involved in playing and teaching each woodwind instrument. Prerequisite: Music 125 or equivalent. Lecture and demonstration two hours.

128-129-130. Voice Class (1-1-1).F-W-S.

A presentation of the fundamentals of singing for teaching and performance. Lecture and demonstration two hours.

131. Brass Class (1).W.

Group instruction in the fundamental principles of trumpet technique. Laboratory two hours.

132. Percussion Class (1).F.

Group instruction in the fundamental principles of performance on the standard percussion instruments. Laboratory two hours.

133. Brass and Percussion (1).S.

A presentation of the fundamental principles involved in playing and teaching each brass and percussion instrument. Prerequisites: 131 and 132 or equivalent. Lecture and demonstration two hours.

134-135-136. Piano Class (1-1-1).F-W-S.

Group instruction in the fundamental principles of piano technique.

201-202-203. Intermediate Theory (4-4-4).F-W-S.

The course is concerned with the melodic and harmonic vocabulary of the eighteenth and nineteenth centuries. Chromaticism is studied through analysis, writing, ear training, and the keyboard. Lecture, demonstration, and laboratory six hours.

217. Introduction to Music (3).F;W;S;SS.

A non-technical course designed for students with little or no musical background. Emphasis is placed upon listening to music and finding pleasure in it.

228-229-230. Advanced Voice Class (1-1-1).F-W-S.

A continuation of beginning voice class, including appropriate vocal literature adapted to the student's individual needs and progress. Prerequisite: Music 128-129-130. Lecture and demonstration, two hours.

301-302-303. Music for Classroom Teachers (2-2-2).F-W-S;SS.

These courses are designed to increase the musicianship of the prospective elementary teacher and to develop an adequacy in music teaching methods. Performance examinations will be given on the phases of work where required. Lecture and demonstration three hours. 301 is prerequisite for 302 and 303.

304-305-306. Music History (3-3-3).F-W-S.

A comprehensive study tracing the evolution of music as an art. Emphasis is placed upon the parallel development of the various arts in their relation to music against the cultural background of history with suggestions for social and political understanding.

316. Conducting (2).F.

A study of the fundamentals and techniques of conducting. Lecture and demonstration three hours.

317-318. Conducting Practicum (1-1).W-S.

Supervised conducting experience of choral and/or instrumental ensembles.

402. Counterpoint (3).W.

An approach to the contrapuntal techniques associated with eighteenth-century counterpoint. The invention, canon, choral forms, invertible counter-point, and the fugue are studied through analysis and writing of examples. Lecture and demonstration four hours.

403. Choral Arranging (2).W.

The technique of arranging for school choral groups including the problems of voice range, quality, flexibility, stamina, and tessitura. Lecture and laboratory three hours.

404. Instrumental Arranging (2).S.

A study of the instruments of the band and orchestra in regard to range, tone quality, and appropriate use in instrumental ensembles, including practice in arranging. Lecture and laboratory three hours.

405. Form and Analysis (3).S.

A study of various forms of composition including song forms, dance forms, rondo, and sonata-form. The student is required to compose at least one composition for recital performance to culminate his theoretical studies. Lecture and demonstration four hours.

416. Senior Recital (1 or 2).F;W;S.
One hour credit for half-recital. Two hours credit for full recital.

430. Independent Work in Music (3).F;W;S.
Research in some phase of music to meet the needs and professional interests of the individual.

SENIOR-GRADUATE COURSES

451. Choral Literature (3).S;SS.
A study of choral literature for mixed chorus, girls' glee club, boys' glee club, small ensembles, and church choirs. *Logan*.

452. Piano Literature (3).W or S;SS.
The study of the literature for piano from the pre-Bach to the present day through performance, analysis, and recordings. *Hotard*.

453. Concert Band Literature (3).On demand;SS.
A study of the development of the Wind Band and its literature. Significant original compositions and transcriptions with emphasis on 20th Century works. *Isley, Newton*.

454. Problems in Elementary School Music (3).S;SS.
Music teaching in the primary and grammar grades; research and demonstrations of methods of teaching elementary school children. *Fox, Justice*.

455. Instrument Repair and Adjustment (3).S;SS.
The repair and care of string, wind, and percussion instruments. *Spencer, Newton*.

456. Opera Literature (3).SS.(On demand)
Operatic development and literature from the Baroque period to the present day. Representative works will be studied visually and aurally. Attendance at live performances required. *Logan, Safrit*.

457. Chamber Music Literature (3).SS. (On demand)
Instrumental ensemble music from the early 18th Century to the present, with special emphasis on the development of the string quartet as a musical form. *Erneston, Disbrow*.

458. Symphonic Literature (3).On demand; SS.
A comprehensive study of the development of the symphony from the Mannheim school to the present through analysis of selected works. *Erneston, Disbrow*.

460. Band Pageantry (3).W;SS.
A study of the fundamentals of marching, precision drilling, formations, and maneuvering; the planning of football shows and parades. *Isley*.

461. Piano Workshop (3).SS.
Staff.

462. Instrumental Workshop (3).SS.
Staff.

469. Music Education Workshop (3).SS.
An intensive course in modern methods of music education for superintendents, principals, supervisors, music teachers, classroom teachers, and physical education teachers. *Staff.*

GRADUATE COURSES

500. Bibliography and Research (3).F;SS.
A study of bibliographical problems, types of research, and organization and reporting of research. Required in the first quarter of all beginning graduate music students. *Logan.*

501. Survey of Music to 1600 (3);SS.
A study of the development of music from that of the ancient Greeks through that of the Renaissance. *Erneston.*

502. Music of the Baroque Era (3).W;SS.
A comprehensive study of the music of western civilization during the Baroque Era, from the Camerata through Bach and Handel. *Erneston.*

503. Music of the Classic and Romantic Periods (3).S;SS.
A comprehensive study of the music of western civilization during the Classic and Romantic periods, from the Mannheim school through Wagner. *Erneston.* Alternate years.

- 504 [503]. Music of the Twentieth Century (3).S;SS.
A comprehensive study of contemporary music from Impressionism and Realism to the present day. *Erneston.* Alternate years.

505. Advanced Conducting (3).W;SS.
Emphasis upon the critical examination of both choral and instrumental scores, with development of conducting skills necessary in securing the desired effects. *Spencer.*

506. Analytical Technique I (3).F;SS.
A comprehensive review of theory and the development of techniques for analysis of music from the Baroque to Mozart through counterpoint, melodic structure, harmony and form. Five hours per week. *Disbrow.*

507. Analytical Technique II (3).SS.(On demand)
A continuation of Music 506 from Beethoven to early contemporary. Five hours per week. *Disbrow.*

- 510-511-512. Applied Music (1-1-1).F-W-S;SS.
One 30-minute individual lesson and six practice hours a week. Before being admitted to graduate standing in applied music, the student must demonstrate a graduate level of performance before a music faculty committee. *Staff.*

513-514-515. Applied Music (2-2-2).F-W-S;SS.

Two 30-minute individual lessons and twelve practice hours a week. Before being admitted to graduate standing in applied music, the student must demonstrate a graduate level of performance before a music faculty committee. *Staff*.

516. Music Activities in the Elementary School (3).F;SS.

Designed for the classroom teacher and covering a five-point program for children; singing, playing, creating, listening, and rhythmic activities. *Fox, Mears, Justice*.

517. Music in Secondary Schools (3).SS.

A study of the function and role of general music in modern secondary schools, including music curriculum problems, instructional materials, and methods. *Mears, Fox*.

518. American Music (3).SS.

The development of American music from the Puritan psalm singers to contemporary jazz with particular attention given to those musical concepts and practices which are distinctly American. *Logan*.

519. String Pedagogy (3).SS.

Fundamental principles in playing and teaching orchestral stringed instruments. Designed for the graduate student who has had little or no training in strings but who wishes to prepare himself for beginning string work. *Erneston*.

520. Woodwind Pedagogy (3).SS.

Survey of techniques, practices and materials for teaching the woodwind instruments. *Spencer*.

521. Brass Pedagogy (3).SS.

Survey of techniques, practices and materials for teaching the brass instruments. *Isley*.

522. Graduate Ensemble (0).F;S;S;SS.

Participation in one of the instrumental or choral ensembles. *Staff*.

531. Seminar in Music (3).F;SS.

A review of the philosophy and practice in music education; reading of current studies, articles, books. *Logan, Spencer*.

548. Independent Study. *Staff*.

550. Master of Arts Thesis. *Staff* (6).F;W;S;SS.

MUSIC PERFORMING GROUPS

A major in music must participate in instrumental and/or choral organizations for a minimum of eleven quarters. He may participate in more than one ensemble each quarter, but may not receive

more than eleven elective quarter hours toward graduation for participating in ensembles.

170. Marching Band

(1).F.

The marching band functions in cooperation with the Athletic Program during the football season. It appears in pep rallies, all home games, parades and several out-of-town games. Membership is open to all students who play band instruments. The band customarily meets for one week prior to the beginning of the fall term. All students interested in performing should contact the director for information concerning the early fall practice. Majorette try-outs are held in the spring prior to the fall term. Instruments and uniforms are furnished free of charge. Rehearsal five hours.

171. Concert Band—Wind Ensemble

(1).W;S.

The Concert Band forms an integral part of university life and is a campus-wide organization. Membership is open to all students who play band instruments. The band is a valuable laboratory for instruction in wind instruments. A wind ensemble is formed of select musicians by audition and rehearses separately. Concerts are given by both groups during the year on campus and the Wind Ensemble tours to various cities during the spring. Rehearsals three and one-half hours for each group.

172. University Singers

(1).F;W;S.

The Singers accept students who read music and sing well. Auditions are open to all students. Emphasis is placed on fine choral literature of all periods, with particular emphasis given to the works of outstanding composers. A major oratorio or opera is presented each year, and concerts are given locally and throughout the state.

173. Women's Glee Club

(1).F;W;S.

The women's Glee Club is open by audition to all women students who desire to sing. Rehearsals two hours.

174. University Symphony Orchestra

(1).F;W;S.

The Orchestra is open to all students who have ability and experience in playing any orchestral instrument. Emphasis is placed on securing good ensemble as well as the technical, dynamic, and interpretive demands of the compositions performed. The Orchestra appears in concert several times during the year. Rehearsals three hours with additional sectional rehearsals.

175. Madrigal Singers

(1).F;W;S.

A select group of eight voices who sing, primarily, the madrigal literature of the 16th Century. Selection is based on audition. Rehearsal two hours.

176. Piano Ensemble

(1).F;W;S.

Supervised study and performance of duo-piano literature. Rehearsals two hours.

177. Men's Glee Club

(1).F;W;S.

The Men's Glee Club is open to all men students who desire to sing and may be elected for credit or as extra curricular activity. Rehearsal two hours.

178. Accompanying

(1).F;W;S.

Supervised study of accompanying vocal and instrumental soloists. Rehearsal three hours.

179. Small Ensembles

(1).F;W;S.

Small Ensembles are open to all qualified students upon audition. Typical Ensembles are the brass choir, clarinet choir, stage band, string quartet, and baroque ensemble. Rehearsal two hours.

180. Performance Seminar

(0).F;W;S.

A weekly seminar in solo recitals covering all aspects and problems of public appearances. Required of all music majors.



DEPARTMENT OF SPEECH

C. PALMER, *Chairman*, J. AUSTON, J. CARPENTER, L. FARISH, D. FRENCH, C. HOPKINS, B. KINNEY, T. MCGLADE, M. MEADOR, C. PORTERFIELD.

The Department of Speech offers a balanced program of courses in the areas of drama, public address, speech pathology, broadcasting, and oral interpretation. The department supports the Appalachian Debating Union, The University Theatre, and the Appalachian Radio Workshop. Also, the department actively supports student organizations which are related to speech, such as Playcrafters, Alpha Psi Omega Dramatics Society, and Pi Kappa Delta Forensic Society. Speech majors are expected to participate in dramatics, forensics, and broadcasting activities.

A minor in speech consists of twenty-one quarter hours above the 100 level and must include: 201, 106, 255, 308, and nine quarter hours in speech electives.

For the Bachelor of Arts degree with concentration in general speech a major consists of forty-six quarter hours above the 100 level. This must include: 201, 206, 208, 215 (306), 255, 304 (305), 305 (304), 310 or 311, or 312, nineteen additional hours in speech and English 307, or 401.

For the Bachelor of Arts degree with concentration in speech pathology a major consists of forty-six quarter hours above the 100 level. This must include: 201, 206, 208, 215 (306), 304 (305), 305 (304), 450, 451, 452, 453, or 466, 458, five additional hours in Speech, Biology 475, and English 307 or 401.

For the Bachelor of Science degree and certification as a teacher of speech, a major consists of a minimum of fifty-five quarter hours above the 100 level. This must include: 201, 205, 206, 208, 215 (306), 255, 301, 304 (305), 305 (304), 308, 309 (312), 310 or 311 or 312, 402, 450 or 451 or 452, nine additional hours of speech. English 307 or 401, and three hours of approved electives. The department recommends that students in this curriculum use electives to acquire a teaching competence in a related field, particularly in English. (See requirements for certification, page 77).

For the Bachelor of Science degree and certification in speech correction (Special Education: Speech and Hearing), a major consists of a minimum of fifty five quarter hours above the 100 level. This must include: 201, 206, 208, 215 (306), 301, 304 (305), 305 (304), 308, 309 (312), 450, 456, 458, 459, 466, six additional

hours in speech, Biology 475, and English 307 or 401. The department recommends that students in this curriculum use as electives the courses in related areas that are required for certification by the American Speech and Hearing Association. For certification in Special Education: Mental Retardation, see page 147.

Two graduate programs are offered. The Master of Arts in Speech Correction leads to North Carolina Certification in Special Education: Speech and Hearing. To enter this program a student must hold or be eligible for a North Carolina "A" Certificate in elementary, secondary, or special education. The program requires fifty-four acceptable quarter hours of graduate work. A minimum of twenty-seven quarter hours must be in courses open to graduates only. Consult the chairman of the department for further details. Refer to graduate school listing.

The Master of Arts in Speech Pathology is also offered. To enter this program a student must have completed a minimum of eighteen quarter hours in courses acceptable toward certification by the American Speech and Hearing Association. To receive this degree the applicant must meet the academic requirements for certification by A. S. H. A. This stipulation may require a student to take more than forty-five hours including a thesis or fifty-four hours without thesis, the minimum required of all graduate students. Consult the chairman of the department for further details.

COURSES OF INSTRUCTION IN SPEECH

010. Speech Laboratory (0).F;W;S;SS.

Instruction in pronunciation, articulation, and voice; therapy for students with problems of speech; speech-reading lessons for students with hearing loss.

101. Fundamentals of Speech (3).F;W;S;SS.

Introduction to the theory and practice of public address with emphasis on standard pronunciation, distinct articulation and the proper use of the voice in speaking. Prerequisite to all speech courses except Speech 217 and 309, (312). When deemed advisable by the instructor a grade of incomplete may be given to be removed by work in the clinic or laboratory, or by taking another Speech course.

201. [207] Public Speaking (3).F;W;S;SS.

The principles of effective public speaking; preparation and presentation of different types of speeches.

202. Voice and Diction (3).W;S.
Instruction and practice in voice production and articulation; analysis of regional speech differences and standards.
205. Argumentation and Debate (3).F.
A study of the principles of argumentation and debate; analysis, briefing, evidence, reasoning, and refutation; class debating on vital questions. Not offered in 1970-71.
206. Interpretative Reading (3).W.
Oral interpretation of literature.
208. Play Production (3).F.
An introduction to the technical problems of play production; survey of scene design and construction, lighting, make-up, and costuming. Current college theatre production used as a demonstration workshop.
209. Scene Design and Construction (3).W.
Elementary application of design principles to scenic design, basic construction techniques;; current production used as a workshop. Not offered in 1970-71.
210. Stage Lighting (2).S.
A study of the use of conventional lighting instruments in play production, color in light design, lighting in the round and outdoor theatres; current production used as a workshop. Not offered in 1970-71.
215. [306] Introduction to Broadcasting (3).W.
Radio broadcast procedures; program types and standards; laboratory practice in radio speaking; production of programs for the Appalachian Radio Workshop.
217. Introduction to Theatre (3).F;S.
An analysis of the functions of writing, acting, directing, music, dance, painting, lighting, make-up, costume, and design in the theatre.
255. Introduction to Persuasive Speaking (3).W.
Survey of the theories of persuasive speaking and audience analysis. Practice in the preparation and delivery of speeches to persuade. Prerequisite: Speech 205, 207 or permission of instructor. Not offered in 1970-71.
300. Speech Activities (1).F;W;S.
A student may earn one hour of credit for every three quarters of participation in the following activities: forensics, interpretation, radio, and theatre. Although more hours may be earned, only four may be counted toward graduation requirements. Make arrangements through department chairman prior to registering.
301. Classical Rhetoric (3).F.
Study of the foundations and development of Rhetorical Theory during the classical period. Special emphasis is given to Plato, Aristotle, Cicero, and Quintillian. Not offered in 1970-71.

303. Fundamentals of Acting (3).W.
Study of breath and body control, pantomime, and the psychological and interpretative approach of the actor; studio production of scenes from plays. Not offered in 1971-72.
304. Introduction to Speech Correction (3).F;S.
A survey of normal speech development and speech problems which are encountered by the classroom teacher; some attention to speech therapy.
305. Phonetics (3).F;W.
The phonetic basis of English speech sound, using the International Phonetic Alphabet; regional dialects and standards of pronunciation.
308. Discussion and Conference Techniques (3).F.
Theory and principle of group processes as they are used in democratic decision making. Practice in organizing, leading, and participating in various forms of discussion and conference. Not offered in 1971-72.
309. Parliamentary Procedure (1).F.
History of parliamentary procedure. Function of parliamentary practice in a democratic society. Study of how to create a new organization with a constitution, bylaws, and standing rules. How to conduct a meeting, keep motions in proper order, discuss an issue, vote. Not offered in 1970-71.
310. History of Western Theatre I (3).F.
From the Greek Theatre through 1576 in England and including the Roman, Spanish and Medieval Theatres. Not offered in 1971-72.
311. History of Western Theatre II (3).W.
From 1576 in England to 1800 in America including Commedia del Arte and continental theatres. Not offered in 1971-72.
312. History of Western Theatre III (3).S.
From 1800 to the emergence of the Theatre of the Absurd. Not offered in 1971-72.
315. History and Development of Broadcasting (3).S.
Study of the history and development of radio-television with emphasis on technical, economic, legal, and social aspects. Not offered in 1970-71.
351. Business and Professional Speaking (3).W.
Basic principles of oral communication applied to the speech needs encountered in the business and professional world. Special emphasis on interviewing, conference speaking and manuscript speaking. Not open to speech majors. Not offered in 1971-72.

400. Special Topics (1-3).F;W;S;SS.

A program involving advanced study, a research or creative project, and writing. Adapted to serve students who have exceptional interests. The proposal for this work must be approved by the instructor and the chairman of the department prior to registration. May be repeated for a maximum of nine hours.

402. Play Directing (3).S.

Analysis of scripts, actor coaching; types of control available to the director; application of theory to the direction of several scenes. Lecture and laboratory. Not offered in 1971-72.

406. Advanced Oral Interpretation (3).S.

A study of programming, story telling, reading of drama with emphasis on characterization, and Readers Theatre. Prerequisite: Speech 206 or consent of instructor. Not offered 1970-71.

415. Radio and Television Program Production (3).S.

Types of programs; practice in casting and producing radio and television programs; use of music, sound effects. Prerequisite: Speech 315 or permission of instructor.

SENIOR-GRADUATE COURSES

450. Rehabilitation of Articulatory Defects (3).W.

Study of etiologies, diagnosis, and treatment. Prerequisite: Speech 304 or permission of instructor. *Carpenter*.

451. Rehabilitation of Voice Disorders and Cleft Palate (3).S.

Study of etiologies, diagnosis, and treatment of these and related disorders. Prerequisite: Speech 304 or permission of instructor. *Carpenter*.

452. Rehabilitation of Stuttering and Allied Disorders (5).F.

Review of modern theories and therapies; nature, causes, development diagnosis, and treatment of stuttering. Prerequisite: Speech 304 or permission of instructor. *Palmer, Meador*.

453. Audiometric Testing (3).F.

A study of the fundamentals of audiometric testing; the nature, causes, and diagnosis of hearing difficulties; programs and methods employed in the conservation of hearing. Supervised practice in basic audiometric procedures. *Palmer*.

456. Creative Dramatics (3).S.

A course designed to aid the elementary teacher in using drama as a creative teaching technique. Practice in selecting and acting out stories and poems. *Farish*. Not offered in 1971-72.

457. Professional Standards and Procedures (1).F;W;S.

The ethical responsibility of the professional in speech with special consideration given to non-academic requirements and practices. May be repeated for a total of two (2) hours. Prerequisite: Permission of instructor. *Auston, Carpenter, Meador*.

458. Clinical Practice in Speech Correction (1-3).F;W;S;SS.
Supervised observation, planning, and practice in therapy. A minimum of thirty hours in the clinic is required for each academic hour of credit. May be repeated for a total of six quarter hours. Prerequisite: Permission of instructor. *Carpenter, Palmer, Meador.*
459. Student Practice of Speech (6).F;W;S.
Experience in the practice of speech correction in a school setting under supervision approved by the Director of the Speech Clinic. Required of students seeking certification as a special education teacher of speech and hearing. Thursday afternoons, 3:30 to 5:00, must be kept free for critiques with the supervising clinician. Prerequisite: Speech 458 or consent of instructor. *Staff.*
460. Speech Problems of Exceptional Children (3).W.
Speech problems associated with mental retardation; neuromuscular disorders, hearing loss. Prerequisite: Speech 304 or consent of instructor. *Carpenter, Meador.*
461. Speech Correction for the Classroom Teacher (3).F;SS;Ex.
A survey of the speech and hearing problems of school children. Required of majors in special education who have not had Speech 304. *Carpenter, Palmer, Porterfield.*
462. Workshop in Educational Theatre Techniques (3-9).On demand.
Three intensive studio courses designed to teach production techniques to those who produce plays in high schools and junior high schools; one studio course in acting, another in directing, and a third in technical theatre production. Lectures daily plus afternoon and evening laboratories evening laboratories and rehearsals. *Farish, French.*
463. Advanced Acting (3).W.
Introduction to the use of the image in the creation of the role; concentration on role analysis. Prerequisite: Speech 303, creation of two roles in University Theatre productions and/or permission of instructor. Not offered in 1970-71. *French.*
464. Advanced Play Directing (3).S.
Correlation of the director's analysis of the script with the playwright's intention, the stage space and the actor. Direction of an act of a play and/or extended scenes. Prerequisite: Speech 402, participation in at least two University Theatre productions, and/or permission of instructor. Not offered in 1970-71. *French.*
466. Introduction to Hearing Rehabilitation (3)W.
Survey of auditory training procedures, methods of amplification and the teaching of speech reading to children. Prerequisite: Speech 453 or consent of instructor. *Palmer, Meador.*

471. Development of Language for the Deaf (3).F.
Development of language in deaf children compared to that of normal children. Study of the leading systems of teaching language to the deaf. Observation and participation at the North Carolina School for the Deaf. *Meador*.
472. Development of Speech for the Deaf (3).F.
Development of speech in deaf children compared to that of normal hearing children. Study of the leading systems of teaching language to the deaf. Observation and participation at the North Carolina School for the Deaf. *Meador*.
480. Communication Theory (3).F.
Treats listening theory, discussion theory, general semantics, the philosophy of measurement and new dimensions in speech as reported in the literature of the field. *Auston, Porterfield*. Not offered in 1971-72.
481. History and Criticism of American Public Address—I (3).S.
A critical study of American speakers from the Revolutionary period to 1865. Emphasis is given to the rhetorical craftsmanship exhibited in the speeches and the effect of the speeches upon American history. Not offered in 1970-71. *Auston, Porterfield*.
482. History and Criticism of American Public Address—II (3).S.
A critical study of American speakers from 1865 to the present. Emphasis is given to the rhetorical craftsmanship exhibited in the speeches and the effect of the speeches upon American history. *Porterfield, Auston*. Not offered in 1971-72.

GRADUATE COURSES

501. Development of Language and Speech (3).F.
Language growth from the first vocalization to the expression of abstract thought, including a consideration of factors that interrupt or hinder language acquisition, methods of encouraging development, and guidance for parents. Prerequisites: Speech 305, and 451 or 452, or consent of instructor. *Auston, Palmer*.
502. Psychology of Communication (5).W.
A study of the origin of speech and language, the psychological aspects of speech, the inter-relationships between speech and personality. *Auston, Palmer, Meador*.
507. Education of the Acoustically Handicapped (3).F;SS.
History of the education of hearing handicapped persons. Study of the social development of the hearing impaired from birth through adulthood. (Same as Education 507) *Palmer, Meador*.
508. Advanced Clinical Practicum (1-3).F;W;S;SS.
Supervised clinical practice requiring a minimum of thirty-five hours in the clinic for each hour of credit. Emphasis is on evaluating and improving both the student's techniques and his interpersonal relationships. May be repeated for a maximum of nine quarter hours. Prerequisite: Speech 458 or consent of instructor. *Staff*.

509. The Bases of Speech and Hearing (5).F.
Survey of the sciences as they relate to speech and hearing; physiology, neurology, physics, linguistics, genetics, psychology, phonetics, and semantics. *Auston, Palmer, Meador.*
510. Rehabilitation of Language Disorders in Children (5).S.
A survey of causes, principles of differential diagnosis, and treatment. Prerequisite: Permission of instructor. *Palmer, Meador.*
515. Rehabilitation of Hearing I (3).W.
Study of the physics of sound, hearing disorders, auditory training, and methods of amplification. Prerequisite: Speech 453 or permission of instructor. *Palmer, Meador.*
516. Rehabilitation of Hearing II (3).S.
Study of the problems involved in speech reading, methods of instruction, preparation of lesson plans for children and for adults. Prerequisite: Speech 515 or permission of instructor. *Palmer, Meador.*
540. Seminar in Speech Pathology (3).On demand.
Reports of research projects, recent developments, current literature and trends. Prerequisite: Consent of instructor. May be repeated for a maximum of nine hours. *Staff.*
545. Methods of Diagnosis (3-6).F;W;S.
A combination of study and practice in the procedures and techniques involved in the diagnosis of speech disorders, preparation of case history and speech evaluation reports. Problems of sharing information with other disciplines. Observations in other disciplines. Two hours of lecture and discussion, and for each additional hour of credit a two hour laboratory period consisting of observing and participating in both diagnostic procedures and staffing. Prerequisite: Speech 450, 451, 452, or consent of instructor. *Palmer, Meador.*
548. Independent Study (1-6).F;W;S;SS.
Graduate students with an approved subject of investigation may register for this course. May be repeated for a maximum of six quarter hours. *Staff.*
550. Master of Arts Thesis (6).F;W;S;SS.

The Graduate School

CRATIS D. WILLIAMS, *Dean*

Graduate courses and workshops taught by nationally known educators were made available to teachers attending summer school at Appalachian as early as 1937. Graduate study leading to the Master's degree was first offered during the summer of 1942 with fifty-one students enrolled in the graduate division. Work offered during the summers of 1942-47 was on a cooperative basis with the University of North Carolina with that institution giving full credit toward the Master's degree.

Beginning with the summer of 1948, Appalachian accepted qualified students as candidates for the Master of Arts degree in Education. At first, a candidate for the degree majored in education and completed a minor in a teaching field. By 1957 majors were available in eight academic fields. At present, majors are available in fifteen academic fields for persons preparing to teach and six fields for those who do not plan to teach. Sixth-year programs leading to Advanced Certificates for School Administrators were approved in 1966.

At the end of the summer of 1969 a total of 4250 Master's degrees had been awarded. There were 2662 persons enrolled in Graduate School in the summer of 1969 and 1007 in the fall quarter of 1968-69. The national reputation of the Graduate School is reflected in the facts that graduates of 102 colleges and universities were among the 388 awarded the Master's degree in 1969 and that only 109 of those receiving the degree had graduated from Appalachian State University.

On February 26, 1949, graduate study at Appalachian was approved by the American Association of Colleges for Teacher Education. Programs leading to certificates based on the Master's degree are approved by the National Council for Accreditation of Teacher Education. The Graduate School has been a member of the Council of Graduate Schools in the United States since 1961.

The Graduate School, organized to provide facilities for advanced study leading to Master's degrees and Certificates of Advanced

Study, offers programs of graduate work during the summer session and the three quarters of the regular session. A maximum of nine quarter hours may be earned in a five-week summer term and fifteen quarter hours in a quarter in the regular session.

The primary purpose of graduate study is to offer capable students opportunities and facilities for advanced study and research in their fields of specialization. The graduate programs are designed to develop or extend significantly specialization in academic, professional, or interdisciplinary areas. One of the functions of the Graduate School is to prepare master teachers, supervisors, and administrators. Accordingly, work leading to the Master of Arts degree is designed to prepare teachers for the following types of positions: Superintendent, Principal, General Supervisor, Supervisor of Student Teaching, School Librarian, Secondary School Teacher, Elementary School Teacher, School Counselor, School Musician, Reading Specialist, Audiovisual Specialist, Junior College Teacher, Special Education Teacher, Teacher of the Deaf, Speech Correction Specialist. A second function is to give an opportunity for academic training beyond the bachelor's degree to persons not interested in professional education. For these, programs leading to the Master of Arts degree in geography, history, mathematics, or psychology and the Master of Science degree in biology or chemistry have been approved and others are being developed.

Courses which have been approved for graduate credit by the curriculum committee of the college, the Academic Policies Committee, and the Graduate Council constitute the graduate offerings. Majors are provided in Audiovisual Education, Biology, Chemistry, Counseling, Economics and Business, English, Elementary Education, French, Geography, History, Industrial Arts, Library Science, Mathematics, Music, Physical Education, Psychology, School Administration, School Supervision, Special Education, Speech Correction, Reading Specialization, Supervision of Student Teaching, Social Science, Spanish, and Teaching of the Deaf. Minors are available in Art, Junior College Education, Philosophy and Religion, Physics, Political Science, Secondary Education, Sociology, Speech and Drama.

GRADUATE FACULTY

Administration, Supervision, and Higher Education

Dr. Nathan Shope, Dr. W. G. Anderson, Dr. Roy Blanton, Dr. Gerald Bolick, Dr. Leland Cooper, Dr. Ben H. Horton, Jr., Dr. N. A. Miller, Dr. Robert Randall, Mr. Nollie Shelton.

Biology

Dr. F. Ray Derrick, Dr. I. W. Carpenter, Jr., Dr. Frank Helseth, Dr. Homer H. Hurley, Dr. J. Frank Randall, Dr. Kent Robinson, Dr. Teunis Vergeer.

Chemistry

Dr. George B. Miles, Dr. Herbert L. Bowkley, Dr. James E. Johnson, Dr. Robert W. Soeder, Dr. Donald L. Wright.

Economics and Business

Dr. Orus R. Sutton, Dr. Conley R. Addington, Mr. John H. Brashear, Mr. James F. Jones, Miss Jane M. Riner, Mrs. Kathryn Tully, Dr. Reginald T. Weber, Dr. Robert H. West.

English

Dr. Loyd Hilton, Dr. A. Ronald Coulthard, Dr. Graydon P. Eggers, Dr. Hans G. Heyman, Dr. O. D. Holton, Dr. Henry T. Lilly, Dr. Susan H. Logan, Dr. Mary R. Moore, Mr. L. Tully Reed, Dr. John E. Trimpey, Dr. Cratis D. Williams.

Foreign Languages

Dr. J. Roy Prince, Dr. Jose A. Amaro.

Geography and Geology

Dr. Julian C. Yoder, Dr. Terry E. Epperson, Dr. William Imperatore, Dr. H. H. Majmundar, Mr. F. Kenneth McKinney, Dr. Robert E. Reiman, Dr. Fred Webb, Jr.

Health and Physical Education

Dr. Lawrence E. Horine, Mr. Eric DeGroat, Dr. Francis L. Hoover, Dr. Edgar O. Larson, Dr. Carl G. Meeks, Mr. Roger E. Thomas, Miss Rebecca M. Tomlinson, Dr. Edward T. Turner, Mr. Robert W. Watkins.

History

Dr. Roy Carroll, Dr. George P. Antone, Dr. Eugene C. Drozdowski, Dr. Edward H. Gibson III, Dr. Lowell C. Green, Dr. J. Max Dixon, Dr. Robert W. Ramsey, Dr. Carl Ross, Dr. Michael Thomason, Dr. Ina F. VanNoppen, Dr. Paul W. Wehr, Dr. Ellsworth T. Wu.

Industrial Arts

Mr. Frank R. Steckel, Mr. Robert A. Banzhaf, Mr. Clyde C. Owen, Mr. David A. Rigsby, Mr. Joseph Sloop.

Library Science

Dr. Doris W. Cox, Miss Eunice Query, Mrs. Ila T. Justice.

Mathematics

Dr. Harvey R. Durham, Dr. Golden T. Buckland, *Dr. Rudy L. Curd*, Dr. Ray L. Graham, Mr. Walter A. Hawkinson, Dr. Lynn M. Perry, Jr., Dr. Robert L. Richardson, Dr. Paul Sanders, Mr. Richard J. Schalk, Dr. James R. Smith, Dr. John F. Williams.

Music

Dr. William G. Spencer, Dr. Nicholas Erneston, Miss Elizabeth Fox, Mr. Charles L. Isley, Dr. Joseph C. Logan, Dr. Wilfred G. Mears, *Dr. Max Smith*.

Philosophy and Religion

Dr. William C. Strickland, Dr. Charles T. Davis III, Dr. Daniel F. Rice, Dr. Arthur W. Rudolph, *Dr. O. Kenneth Webb*.

Physics

Dr. Walter C. Connolly, Dr. Robert C. Nicklin.

Political Science

Dr. Francis M. Rich, *Dr. Jawad Barghothi*, *Dr. Farouk F. Umar*.

Psychology

Dr. Walter T. Snipes, Dr. Willard L. Brigner, *Dr. Donald L. Clark*, Dr. Joyce G. Crouch, Dr. Boyd M. Dowell, Dr. J. Daniel Duke, *Dr. H. Melvyn Gilley*, Dr. Basil G. Johnson, Dr. Brooke R. Johnson, *Dr. Roger Steenland*, Dr. George R. Wesley, *Mrs. Mary L. Powell*.

Sociology

Dr. Alfred M. Denton, Dr. Lester D. Keasey, Mr. Lee D. Kittredge, Dr. Frank M. Lovrich, Mr. Michael J. Sherman.

Special Programs

Dr. Ed Harrill, Mr. Richard Culyer, Mrs. Mamie Hubbard, Mr. David Jenkins, Mr. James Layton, Mr. Robert McFarland, Dr. Harry Padgett, Mr. Uberto Price, Mr. John Pritchett, Dr. David Robinson, Mr. David Smith, Mr. Edward Stoddard, Dr. Jean Winford.

Speech

Dr. Charles E. Palmer, Dr. John T. Auston, Mrs. J. Lou Carpenter, Mr. David A. French, *Dr. Millard Meador*, Dr. Charles E. Porterfield.

Teacher Education

Dr. Lee Reynolds, Dr. Ben Bosworth, Miss Beulah Campbell, Dr. William Cooper, Dr. William Fulmer, Dr. George Graham, Mrs. Sheila Jackson, Dr. Isabel Jones, Mrs. Grace Lilly, Dr. Jack Melton, Miss Elizabeth Putman, Dr. Richard Robinson, Dr. Ben Strickland, Dr. Erwing Wadsworth, Dr. Larry Woodrow.

ADMISSION**Requirements**

1. A baccalaureate degree from a college or university of recognized standing.
2. An undergraduate background appropriate for graduate study in the proposed field. If the student intends to become a candidate for the Master of Arts degree with a major or minor in education, he must present a minimum of twenty-seven quarter hours of undergraduate credit in education and related courses. For prerequisites in his academic field he should consult the chairman of the graduate advisory committee in that field.
3. A satisfactory undergraduate academic record. For unconditional admission, one must have either an overall average of at least C+ or at least an average of B for his last two years of undergraduate work and at least an average of B in his undergraduate major. However, a student with lower averages whose record reflects progressive improvement as he moved through undergraduate school and whose average for the senior year was at least B might be approved if his application is supported by excellent letters of reference and scores from *both* of the required tests that place him at or above the 50th percentile on a nationwide basis. A student with a lower academic average may be admitted for one quarter on probation if his references recommend him and his score from one of the required tests is satisfactory. Upon the satisfactory completion of one quarter of work, a student admitted on probation may make application for admission to candidacy.
4. A report of scores from the National Teacher Examinations Weighted Common and appropriate Area, if available. If it is not possible for the applicant to take NTE between the time he applies and the time he proposes to begin his graduate program, he may offer a score from the Miller Analogies Test instead and take NTE during his first quarter on campus. MAT is administered by appointment at the testing centers on the campuses of most universities and many senior colleges. Applicants for admission to the programs for preparing junior college teachers may offer scores from the Graduate Record Examination Aptitude and the appropriate Advanced Sections

instead of NTE. Applicants for admission to the Master of Arts program in geography, history, mathematics, or psychology or the Master of Science program in biology or chemistry will offer scores from GRE Aptitude and the appropriate Advanced Sections.

5. An application for admission made on a special form, obtainable on request, and submitted with a complete transcript of all previous college work, unless done at Appalachian, at least one month before the candidate plans to begin graduate study.
6. Two reference ratings, one of which must be from a college administrator or the head of the department in the candidate's undergraduate major field of study.
7. Freedom from serious physical, personality, or speech defects,
8. Approval of the chairman of the department or division in which he intends to major.
9. A record of successful teaching experience or satisfactory completion of student teaching is required for one applying for admission to a program leading to a certificate to work in public schools. Such an applicant must hold, or be eligible to hold, a North Carolina A teaching certificate in his chosen field or the comparable certificate in another state.

ELECTION OF GRADUATE COURSES BY SENIORS

Provided he is otherwise qualified for admission to graduate study, a senior at Appalachian State University who is within twelve quarter hours of graduation besides student teaching may apply to the Dean of the Graduate School for permission to carry up to twelve quarter hours of graduate course work while completing the baccalaureate degree. Such a student may not register for more than fifteen quarter hours for a regular quarter nor nine quarter hours for a summer term. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, be applied toward a Master's degree.

A senior who wishes to enroll in a graduate course as an elective for undergraduate credit requirements for a major for the baccalaureate degree may apply to the chairman of his department and the Dean of the Graduate School to do so. However, any graduate course approved for this purpose may not later be applied toward a Master's degree.

ADMISSION STATUS

Regular. Regular admission to the Graduate School is granted to students who meet the established requirements for entrance.

Provisional. A student who does not have all the prerequisites for admission, or who has deficiencies, but is otherwise admissible may enter on a provisional basis.

Probationary. A student who does not meet established requirements for admission but who supplies sufficient evidence to show that he is capable of doing satisfactory graduate work may be admitted on a probationary basis for one quarter. If his work is satisfactory, he may then be permitted to apply for admission to candidacy for the Master's degree.

Unclassified. A student who does not plan to work for the Master's degree may be permitted to register for graduate courses for self-improvement or to be used for renewing his certificate or changing his certification pattern. Such work, however, may not later be applied toward the degree. Unless the student already holds the Master's degree, he is normally encouraged to apply for admission in order to assure a dual use of his graduate credits.

Transient. A student enrolled in another recognized graduate school may be permitted to register for a limited number of graduate credits at Appalachian provided the dean of the graduate school in which he is enrolled submits a statement that he is in good standing.

ADVISERS

Each student admitted to a program of graduate study at Appalachian State University is assigned an academic adviser or advisory committee from the department in which the student plans to complete the major portion of his work. The student is expected to meet with his adviser during the first term on campus for the purpose of developing a graduate degree program. Changes in this program can be made only with the approval of the adviser and the Dean of the Graduate School. Course work taken without the approval of the adviser will not automatically be applicable towards the degree. A list of advisers for each graduate major offered follows:

Audiovisual Education	John A. Pritchett, Jr.
Biology	F. Ray Derrick

Chemistry	George B. Miles
Counseling	J. Edward Harrill
Economics and Business	Orus Sutton
English	Lloyd Hilton
Elementary Education	Lee F. Reynolds, Isabel Jones
Foreign Languages	J. Roy Prince
Geography	Julian C. Yoder
History	Roy Carroll
Industrial Arts	Frank R. Steckel
Junior College	Leland Cooper
Library Science	Doris W. Cox
Mathematics	Ray L. Graham
Music	William G. Spencer
Physical Education	Lawrence E. Horine
Psychology	Walter T. Snipes
Reading Specialist	Uberto Price
School Administration	William E. Fulmer
	N. W. Shelton
	Nathaniel H. Shope
Social Science	Julian C. Yoder
	A. M. Denton
	Francis M. Rich
Special Education,	
Education of the Deaf	Betty Jean Winford
Speech Correction	
Speech Pathology	Charles E. Palmer

ADMISSION TO CANDIDACY

Admission to graduate study does not carry with it admission to candidacy for the Master's degree. Admission to candidacy for the degree is acted upon after one quarter of graduate study in the university.

1. Admission to candidacy is contingent upon the recommendation of the applicant's adviser and the approval of the Graduate Council.
2. Before being accepted as a candidate for the degree, an applicant will be expected to have demonstrated ability to do satisfactory and creditable work at the graduate level. A student must have at least a **B** average at the time his application for candidacy is presented.

3. Before filing application for admission to candidacy, the applicant shall have taken the Miller Analogies Test and the Common and the Area of the National Teacher Examinations. Admission is contingent upon acceptable scores. The cutoff scores are 30, 550, and 550 respectively. An applicant for admission to the junior college program may offer scores on the Graduate Record Examination Aptitude and the Advanced Test in his Area in lieu of the National Teacher Examinations. An applicant for admission to the Master of Arts programs in geography, history, mathematics, or psychology, or the Master of Science program in biology or chemistry must offer scores on GRE Aptitude and the appropriate Advanced Test and the Miller Analogies Test.
4. Each student shall file with his adviser a program of study and an application for admission to candidacy before the end of the quarter in which he will complete twelve quarter hours of resident graduate credit at Appalachian. Forms for this purpose may be obtained either from the adviser or from the Office of the Dean of the Graduate School. At the time the application is presented to the Graduate Council by the adviser, the student shall have completed the research course required in his major field and at least one other course in his major field. In all cases the student must complete at least fifteen quarter hours of credit after he is admitted to candidacy.
5. The application for admission to candidacy shall be accompanied by a proposed program of study approved by the applicant's advisory committee and the Dean of the Graduate School. Normally, the program of study will include a major of not less than thirty-six quarter hours in Biology, Chemistry, Counseling, Economics and Business, Education, English, Geography, History, Industrial Arts, Library Science, Mathematics, Music, Physical Education, Psychology, Social Sciences, or Spanish and a minor of not less than nine quarter hours in Education if the proposed major is in a field other than Education.
6. Except for those preparing to teach in junior college or moving toward the Master of Arts in geography, history, mathematics, or psychology, or the Master of Science in biology or chemistry, students are required to present a minimum of twenty-seven quarter hours of undergraduate credit in Education and related

courses. The applicant's academic field shall be based upon a prerequisite of an undergraduate major in that field. Persons preparing in elementary education for the N. C. Intermediate Certificate and majoring in an academic area must present a minimum of twenty-one hours of undergraduate work in the academic field. Those preparing for the N. C. Graduate Early Childhood Education Certificate may spread the academic graduate work over as many as four fields with at least nine hours of academic work in a single field.

REQUIREMENTS FOR GRADUATION

The degree of Master of Arts or Master of Science may be conferred upon a student who has completed creditably the program of work submitted to the Graduate Council at the time his application for admission to candidacy was approved. Except in M.S. programs in biology and chemistry, and non-teaching M.A. programs in geography, history, and psychology the candidate may, with the approval of his adviser and the Graduate Council, elect not to write a thesis. Hence, either of two programs for the degree may be followed.

With Thesis:

1. Thirty-nine acceptable quarter hours of graduate course work, exclusive of the thesis, completed in residence at Appalachian.
2. A minimum residence of one academic year (36 weeks) or its equivalent in the summer.
3. A thesis in the major field of interest, for which the candidate shall register for credit not exceeding six quarter hours.
4. All graduate credit offered for the degree must have been earned within a limit of six calendar years. By special permission of the Graduate Council, however, a student may validate by examination credit earned within a limit of ten calendar years. All work to be credited toward the degree, except that being taken currently, must be completed and grades recorded at least four weeks before the degree is awarded.
5. Not more than fifteen quarter hours offered toward the degree may be senior-graduate credit.

6. Grades on course work may not average lower than *B*. No graduate course with a grade below *C* will be credited toward the degree.
7. An acceptable performance on a comprehensive examination, either oral or written or both, on the major field is required of every candidate for the degree. The comprehensive must be scheduled during the last one-third of the residence period and at least ten calendar days prior to the date on which the candidate receives the degree.

At least four weeks (two weeks in the summer session) before he is scheduled to defend his thesis before his examining committee, the candidate must submit a preliminary copy to each member of his committee. Within ten days (five days in the summer session), other members of the committee shall return the thesis to the chairman of the thesis committee with written criticisms and statements of conditional or tentative approval.

Prior to seven calendar days (five in the summer session) before he expects to receive his degree, the candidate will defend his thesis in an oral examination by his committee.

Immediately after approval by the thesis examining committee, four typewritten copies of the thesis, the original and the first three carbons, must be filed in the University Library, together with the costs of having them bound.

Four copies of the approval sheet must be prepared by the student. One copy is bound with each copy of the thesis.

Four copies of an abstract of the thesis must be filed with the thesis after the abstract has been approved by the chairman of the thesis committee. The abstract, not to exceed two typewritten pages, shall give the problem, the procedure, and the conclusions reached in the thesis.

Thesis:

The subject of the thesis must be within the major field. The thesis should show:

1. Ability of the candidate to work independently on an approved problem.
2. A reasonably wide familiarity with the literature of the field of specialization.

3. A practical working knowledge of research methods.
4. Conclusions supported by data.

The student must have presented a prospectus to his adviser and received approval of his proposed topic before he is permitted to register for the thesis. Normally the candidate's adviser and two graduate faculty members of the department will constitute his thesis committee, but the department chairman may appoint any member of the graduate faculty of his staff to act as chairman of the thesis committee and to supervise the writing of the thesis.

The latest edition of Campbell's **FORM BOOK FOR THESIS WRITING** is the approved guide for form. With the approval of the Dean of the Graduate School and the thesis committee, the form may be varied to meet the requirements of the discipline in which the thesis is being written or of publishers if the manuscript is to be printed.

Without Thesis:

1. Fifty-four acceptable quarter hours of graduate course work, forty-five of which must be completed in residence at Appalachian. A candidate may, with the permission of his adviser and the approval of the Graduate Council, offer up to nine quarter hours of graduate credit from another graduate school or nine quarter hours of graduate extension credit from Appalachian or a combination of up to nine quarter hours, but in no case may the residence at Appalachian be less than one academic year (36 weeks).
2. A minimum residence of forty-two weeks or its equivalent in summer sessions, except that up to six weeks of residence may be waived if as much as nine hours of extension and/or transfer credit is accepted toward the degree.
3. All graduate credit offered toward the degree must have been earned within a limit of six calendar years, or, if earned within a limit of ten years, validated by examination. Graduate credit transferred from another institution may not be validated by examination. All work to be credited toward the degree, except that being taken currently, must be completed and grades recorded at least four weeks before the degree is awarded.
4. For candidates majoring in Education, not more than eighteen quarter hours offered toward the degree may be senior-graduate

credit. For candidates completing an academic major of thirty-six hours, up to twenty-four hours of senior-graduate work may be approved, provided that not more than eighteen quarter hours of it is offered in the major.

5. Grades on course work may not average lower than *B*. No graduate course with a grade below *C* will be credited toward the Master's degree.
6. An acceptable performance on a comprehensive examination, either oral or written or both, on the major field is required of every candidate for the degree. The comprehensive must be scheduled during the last one-third of the residence period and at least ten calendar days prior to the date on which the candidate receives the degree.

MASTER OF ARTS DEGREE FOR TEACHERS AND OTHER SCHOOL PERSONNEL

The following programs, which lead to the Master of Arts degree in education curricula, are designed for school personnel. Many of the programs do not provide an opportunity for writing a thesis.

In those programs which provide for a thesis, a student may elect not to write the thesis. If he does not write a thesis, he will with the assistance of his adviser select five courses (15 quarter hours) in lieu of the thesis, which may be in education, an academic field, or both, depending on the student's needs.

An academic major is required of the candidate preparing to teach in secondary schools. Twenty-one hours or more of the work of candidates preparing to teach in elementary school will be in academic areas.

Audiovisual Specialist

EDUCATION 500. Research in Education	3
EDUCATION 547. Social Foundations of Education	3
or EDUCATION 491. Philosophical Foundations Education	
or EDUCATION 535. Philosophy of Education	3
EDUCATION 466. Instructional Materials	3
EDUCATION 475. Audiovisual Instruction	3
EDUCATION 502. Organization and Administration of the Secondary School	3
or EDUCATION 504. Organization and Administration of the Elementary School	
EDUCATION 505. Supervision of Instruction	3

EDUCATION 506. Curriculum Construction	3
EDUCATION 528. Production and Care of Audiovisual Materials	3
EDUCATION 532. Use and Care of Machines and Equipment	3
EDUCATION 537. Organization and Administration of an Audiovisual Program	3
EDUCATION 549. School Building Planning	3
EDUCATION 554. Radio and Television in Instruction	3
Approved courses related to audiovisual education or an academic minor	18

School Administrators

EDUCATION 500. Research in Education	3
EDUCATION 547. Social Foundation of Education	3
EDUCATION 491. Philosophical Foundations of Education	3
or EDUCATION 535. Philosophy of Education	
EDUCATION 501. Public School Administration	3
EDUCATION 502. Organization and Administration of the Secondary School	3
EDUCATION 504. Organization and Administration of the Elementary School	3
EDUCATION 505. Supervision of Instruction	3
EDUCATION 506. Curriculum Construction	3
EDUCATION 575. Internship in School Administration	6
or EDUCATION 525. Problems in Public School Administration	
Cognate discipline (Social Sciences)	9
Electives	15

Cognate courses to be selected in conference with the student's adviser for the purpose of gaining competence in academic areas related to educational administration.

Elective courses to be selected in conference with the student's adviser for the purpose of gaining competence in academic or professional areas related to educational administration.

General Supervisor

Prerequisites: North Carolina A Certificate or its equivalent from another state; a minimum of three years of successful teaching experience.

For departmental requirements in the secondary academic major, see the appropriate department.

One preparing for General Elementary Supervision must complete all courses required in the program leading to a Graduate Intermediate or Early Childhood Education Certificate.

EDUCATION 500. Research in Education (Elementary Major)	3
EDUCATION 502. Organization and Administration of Secondary Schools	3
or EDUCATION 504. Organization and Administration of the Elementary School	

240 THE GRADUATE SCHOOL

EDUCATION 505. Supervision of Instruction	3
EDUCATION 506. Curriculum Construction	3
EDUCATION 517. School Supervision	3
PSYCHOLOGY 501. Psychology of Late Childhood	3
or PSYCHOLOGY 502. Psychology of Adolescence	
PSYCHOLOGY 455. Advanced Educational Psychology	3
LIBRARY SCIENCE 467. Correlating Teaching with the Library	3
Academic major including academic research (Secondary Major)	33
Academic concentration (Elementary Major)	21-24
Electives	0-9

Supervisor of Student Teaching

A supervisor of student teaching must qualify for graduate certification as either an elementary or secondary teacher. The program must include Education 505, 515, and 516.

EDUCATION 500. Research in Education (Elementary Major)	3
EDUCATION 505. Supervision of Instruction	3
EDUCATION 506. Curriculum Construction	3
EDUCATION 456. Measurement and Assessment	3
EDUCATION 515. Organizing and Planning Student Teaching	3
EDUCATION 516. Supervision of Student Teaching	3
or EDUCATION 576. Internship for Supervising Teachers	
PSYCHOLOGY 455. Advanced Educational Psychology	3
Academic major including academic research (Secondary Major)	36
Academic concentration (Elementary Major)	21-24
Electives	0-12

School Librarian

Prerequisite: 27 hours in Library Science, including 301, 302, 305, 306, 307, 401, 402, and 475 (403) and an undergraduate grade-point average of 2.75.

EDUCATION 466. Instructional Materials	3
or EDUCATION 475. Audiovisual Instruction	
EDUCATION 535. Philosophy of Education	3
EDUCATION 506. Curriculum Construction	3
PSYCHOLOGY 501. Psychology of Late Childhood	3
or PSYCHOLOGY 502. Psychology of Adolescence	
LIBRARY SCIENCE 450. Organization and Administration of Non-Book Materials	3
LIBRARY SCIENCE 451. Literature of the Humanities	3
or LIBRARY SCIENCE 452. Literature of the Social Sciences and the Fine Arts	
or LIBRARY SCIENCE 453. Literature of Science and Technology	
LIBRARY SCIENCE 454. Literature for Young Adults	3
or LIBRARY SCIENCE 456. Critical History of Children's Literature	
LIBRARY SCIENCE 500. Research Methods in Librarianship	3
LIBRARY SCIENCE 503. Reading Interests and Guidance	3

LIBRARY SCIENCE 512. Use of Materials with Students and Teachers	3
LIBRARY SCIENCE 513. Problems and Trends in School Libraries	3
LIBRARY SCIENCE ELECTIVES—with thesis (6)	6
without thesis	15
Electives	0-15

Junior College Librarian

Prerequisites: Library Science 301; 302, 305, or equivalent, and an undergraduate grade-point average of 2.75.

EDUCATION 542. Instruction Program of the Two-Year College	3
EDUCATION 544. Seminar on the Two-Year College	3
LIBRARY SCIENCE 451. Literature of the Humanities	3
LIBRARY SCIENCE 452. Literature of the Social Sciences and the Fine Arts	3
LIBRARY SCIENCE 453. Literature of Science and Technology	3
LIBRARY SCIENCE 475. Cataloging and Classification	3
LIBRARY SCIENCE 500. Research Methods in Librarianship	3
LIBRARY SCIENCE 501. American Library Resources	3
LIBRARY SCIENCE 505. Advanced Cataloging and Classification	3
LIBRARY SCIENCE 510. Organization and Administration of the College Library	3
LIBRARY SCIENCE ELECTIVES—with thesis (6)	9
without thesis	18
Electives	0-6

Elementary School Teachers

EDUCATION 500. Research in Education	3
EDUCATION 546. Elementary School Curriculum	3
or EDUCATION 506. Curriculum Construction	
EDUCATION 547. Social Foundations of Education	3
or EDUCATION 491. Philosophical Foundations of Education	
EDUCATION 456. Measurement and Assessment	3
EDUCATION 511. Investigations in Reading	3
EDUCATION 513. Teaching the Language Arts	3
PSYCHOLOGY 455. Advanced Educational Psychology	3
or PSYCHOLOGY 501. Psychology of Late Childhood	
LIBRARY SCIENCE 467. Correlating Teaching with the Library	3
MATHEMATICS 459. Foundations of Arithmetic	3
Electives in academic fields (K-3), or academic concentration (4-9)	18
Electives	3-9

At least 9 hours of academic work must be in a single field for the Early Childhood Education Certificate. For the Graduate Intermediate Certificate, the candidate may complete 18 hours in a single field or 12 hours in each of two related fields.

Secondary School Teacher

Prerequisites: An undergraduate major in the teaching field; a North Carolina A Certificate or its equivalent in another state.

242 THE GRADUATE SCHOOL

For required courses in the academic field, see the appropriate department.

EDUCATION 456. Measurements and Assessment	3
EDUCATION 506. Curriculum Construction	3
EDUCATION 547. Social Foundations of Education	3
or EDUCATION 491. Philosophical Foundations of Education	
or EDUCATION 535. Philosophy of Education	3
PSYCHOLOGY 455. Advanced Educational Psychology	3
or PSYCHOLOGY 502. Psychology of Adolescence	33
Academic major including academic research—With thesis (6)	33
—Without thesis	36
Electives	0-6

Junior College Teacher

Prerequisites: An undergraduate major in the teaching field.

For required courses in the academic field, see the appropriate department.

EDUCATION 542. Instruction Program of the Two-Year College	3
EDUCATION 544. Seminar on the Two-Year College	3
or EDUCATION 545. Practicum in College Teaching	
or EDUCATION 574. Teaching Internship in the Two-Year College	
ACADEMIC 500. Bibliography and Research	3

Two-Year College Administration

EDUCATION 500. Research in Education	3
EDUCATION 501. Public School Administration	3
EDUCATION 552. Supervision of Instruction in the Two-Year College	3
EDUCATION 518. Public School Finance	3
EDUCATION 553. Planning the Community College	3
EDUCATION 560. School Law	3
BUSINESS 516. Personnel Administration	3
EDUCATION 542. Instruction Program of the Two-Year College	3
EDUCATION 543. Organization and Administration of the Two-Year College	3
PSYCHOLOGY 455. Advanced Educational Psychology	3
EDUCATION 479. Group Methods and Processes	3
EDUCATION 541. Student Personnel Services	3
EDUCATION 584. Administrative Internship in the Two-Year College	3-9
Cognate Areas plus electives	9-15
Total	54

Music Teacher and Music Supervisor

Prerequisites: An undergraduate major in music; a North Carolina A Certificate or its equivalent; music proficiency admission requirements.

All entering graduate music majors will demonstrate by examination their skills and abilities in music theory, music history and

literature, performance music, and music education where it applies. Any deficiency noted may require courses or individual study in the area of the deficiency prior to admission to candidacy for the master's degree.

EDUCATION 547. Social Foundations of Education	3
or EDUCATION 491. Philosophical Foundations of Education	
or EDUCATION 535. Philosophy of Education	
EDUCATION 456. Measurement and Assessment	3
EDUCATION 506. Curriculum Construction	3
EDUCATION 529. Organization and Administration of School Music	3
PSYCHOLOGY 455. Advanced Educational Psychology	3
or PSYCHOLOGY 501. Psychology of Late Childhood	
or PSYCHOLOGY 502. Psychology of Adolescence	
MUSIC 500. Bibliography and Research	3
MUSIC 531. Seminar in Music	3
Music History and Literature	0-12
Music Theory	0-6
Applied Music	0-6
Advanced Conducting	0-3
MUSIC 552. Graduate Ensemble	0
Music electives—With thesis (6)	Courses to complete 33
—Without thesis	Courses to complete 39

Certified School Counselor

Prerequisites: An *A* certificate: screening requirements.

EDUCATION 500. Research in Education	3
EDUCATION 478. Principles of Guidance	3
EDUCATION 491. Philosophical Foundations of Education	3
or EDUCATION 535. Philosophy of Education	
EDUCATION 460. Educational Statistics	3
EDUCATION 514. Psychological and Educational Testing	3
EDUCATION 520. Occupational and Educational Information	3
EDUCATION 522. Counseling Theory and Techniques	3
EDUCATION 523. Organization and Administration of Guidance Services (H.S.)	3
or EDUCATION 540. Guidance Services in the Elementary School (E.S.)	
EDUCATION 538. Supervised Practicum in Counseling	3, 3 or 6
PSYCHOLOGY 450. Psychology of Personality	3
PSYCHOLOGY 455. Advanced Educational Psychology	3
PSYCHOLOGY 519. Analysis of the Individual	3
Electives in PSYCHOLOGY, SOCIOLOGY, ECONOMICS, EDUCATION	12

Junior College Counselor

(Student Personnel Worker)

Prerequisite: Screening requirements.

EDUCATION 500. Research in Education	3
EDUCATION 478. Principles of Guidance	3

244 THE GRADUATE SCHOOL

EDUCATION 520. Occupational and Educational Information	3
PSYCHOLOGY or SOCIOLOGY 456. Intermediate Statistical Methods	3
EDUCATION 514. Psychological and Educational Testing	3
EDUCATION 522. Counseling Theory and Techniques	3
PSYCHOLOGY 450. Psychology of Personality	3
PSYCHOLOGY 519. Analysis of the Individual	3
EDUCATION 538. Supervised Practicum in Counseling	3-9
PSYCHOLOGY 455. Advanced Educational Psychology	3
PSYCHOLOGY 502. Psychology of Adolescence	3
EDUCATION 541. Student Personnel Services	3
EDUCATION 542. Instruction Program of the Two-Year College	3
or EDUCATION 544. Seminar on the Two-Year College	
Elected Academic Minor	9-15

Reading Specialization

A graduate student who plans to pursue the curriculum for the Reading Specialist in Elementary or Secondary Schools must have had basic preparation in the foundation of reading instruction and reading in the elementary or secondary school.

Reading Specialists in the Elementary School

EDUCATION 500. Research in Education	3
EDUCATION 547. Social Foundations of Education	3
or EDUCATION 491. Philosophical Foundations of Education	
EDUCATION 456. Measurement and Assessment	3
or PSYCHOLOGY 514. Psychological and Educational Testing	
or PSYCHOLOGY 526 or 527. Individual Intelligence Testing	
EDUCATION 506. Curriculum Construction	3
or EDUCATION 546. Elementary School Curriculum	
PSYCHOLOGY 455. Advanced Educational Psychology	3
or PSYCHOLOGY 501. Psychology of Late Childhood	
EDUCATION 561. Curriculum and Evaluation in Reading	3
EDUCATION 472-473. Diagnostic and Remedial Reading	6
EDUCATION 508. Clinical Problems in Reading	3
Nine hours from among:	
EDUCATION 558. [477] Teaching of Reading	3
EDUCATION 511. Investigations in Reading	3
EDUCATION 548. Independent Study	3
EDUCATION 551. Field Experience in Teaching Reading	3-9
Academic concentration, including MATHEMATICS 459. Foundations of Arithmetic	18

Reading Specialist in Secondary School

EDUCATION 547. Social Foundations of Education	3
or EDUCATION 491. Philosophical Foundations of Education	
or EDUCATION 535. Philosophy of Education	
EDUCATION 506. Curriculum Construction	3

PSYCHOLOGY 455. Advanced Educational Psychology	3
or PSYCHOLOGY 502. Psychology of Adolescence	
EDUCATION 561. Curriculum and Evaluation in Reading	3
EDUCATION 462. Reading in High School	3
EDUCATION 472. Diagnostic and Remedial Reading	3
Nine hours from among:	
EDUCATION 473. Diagnostic and Remedial Reading	3
EDUCATION 558. [477] Teaching of Reading	3
EDUCATION 508. Clinical Problems in Reading	3
EDUCATION 511. Investigations in Reading	3
EDUCATION 548. Independent Study	3
EDUCATION 551. Field Experience in Teaching Reading	3-9
Academic major, including academic research	27

Special Education

MENTAL RETARDATION

Prerequisite: Education 320.

EDUCATION 500. Research in Education	3
EDUCATION 506. Curriculum Construction	3
EDUCATION 451. Educable Mentally Retarded	3
EDUCATION 452. Trainable Mentally Retarded	3
EDUCATION 509. Reading and the Mentally Retarded	3
EDUCATION 454. Curriculum for the Mentally Retarded	3
EDUCATION 514. Psychological and Educational Testing	3
EDUCATION 519. Education of the Physically Handicapped	3
EDUCATION 572. Internship in Special Education	9-15
PSYCHOLOGY 460. Psychology of the Handicapped	3
INDUSTRIAL ARTS 458. Crafts for the Handicapped	3
SPEECH 460. Speech Problems for the Classroom Teacher	3
Electives	3-9
EDUCATION 521. Vocational Planning for the Handicapped	3
EDUCATION 527. Organization and Administration of Special Education	3
EDUCATION 530. Education of the Gifted	3
EDUCATION 570. Readings and Research in Special Education	3
PSYCHOLOGY 450. Psychology of Personality	3
PSYCHOLOGY 501. Psychology of Late Childhood	3
or PSYCHOLOGY 502. Psychology of Adolescence	
PSYCHOLOGY 510. Psychology of the Gifted	3
PSYCHOLOGY 512. Psychology of the Socially and Emotionally Maladjusted	3
PSYCHOLOGY 526 or 527. Individual Intelligence Testing	3
PSYCHOLOGY 455. Advanced Educational Psychology	3
PSYCHOLOGY 530. Theories of Personality	3
PSYCHOLOGY 532. Evaluation of Exceptional Children	3

Special Education

DEAF

The program for the preparation of teachers of the deaf is a four quarter program of fifty-nine quarter hours offered in affiliation with the North Carolina School for the Deaf at Morganton.

Prerequisites or corequisites:

EDUCATION 320. Introduction to Exceptional Children	3
SPEECH 453. Audiometric Testing	3
EDUCATION 456. Measurement and Assessment	3
PSYCHOLOGY 460. Psychology of Disability	3
SPEECH 460 or 461. Speech Problems	3
SPEECH 466. Introduction to Hearing Rehabilitation	3

Program Requirements:

BIOLOGY 475. Anatomy and Physiology of the Ear and Voice Mechanism	3
EDUCATION 500. Research in Education	3
PSYCHOLOGY 501. Psychology of Late Childhood	3
SPEECH 471. Development of Language for the Deaf	3
SPEECH 472. Development of Speech for the Deaf	3
EDUCATION 481. Communication for the Deaf	3
EDUCATION 482. Teaching Language to the Deaf	3
EDUCATION 483. Teaching Speech to the Deaf	3
EDUCATION 485. Teaching Elementary School Subjects to the Deaf	3
EDUCATION 486. Teaching Secondary School Subjects to the Deaf	3
EDUCATION 572. Internship in Special Education	12
EDUCATION 548. Independent Study	3
EDUCATION 507. Education of the Acoustically Handicapped	3
PSYCHOLOGY 532. Evaluation of Exceptional Children	3
EDUCATION 506. Curriculum Construction	3
SPEECH 502. Psychology of Communication	5

SPEECH CORRECTION AND SPEECH PATHOLOGY

Prerequisite: North Carolina A Certificate or equivalent

EDUCATION 500. Research in Education	3
SPEECH 550. Research and Thesis	6
Courses prescribed by adviser—With thesis	36
Without thesis	45-54

Master of Arts Degree

The *academic* Master of Arts degree is offered with majors in Geography, History, Mathematics, and Psychology. The requirements for this degree are essentially the same as those for the Master of Arts degree for teachers, with the following exceptions:

- (1) A thesis is required.
- (2) A reading knowledge of a foreign language, normally French or German, is required.
- (3) The oral defense of the thesis may not be substituted for the required comprehensive examination.
- (4) No courses in professional education may be included in the degree program.

GEOGRAPHY

Prerequisite: Undergraduate major in geography

GEOGRAPHY 500. Bibliography and Research	3
GEOGRAPHY 502. Urban Geography	3
GEOGRAPHY 506. Geographic Aspects of World Affairs	3
GEOGRAPHY 550. Thesis	6
Approved electives in geography and geology	18
Related minor	12

HISTORY

Prerequisite: Undergraduate major in history.

HISTORY 490. European Historiography	3
or HISTORY 491. American Historiography	
HISTORY 500. Bibliography and Research	3
HISTORY 540. Seminar	3
HISTORY 550. Thesis	6
Approved electives in history	18
Related minor	9
Elective in humanities	3

MATHEMATICS

Prerequisite: Undergraduate major in mathematics.

MATHEMATICS 511-512-513. Real Variables	9
MATHEMATICS 521-522-523. Abstract Algebra	9
MATHEMATICS 531-532-533. Topology	9
MATHEMATICS 550. Thesis	6
Approved electives in mathematics	12

PSYCHOLOGY

Prerequisite: Undergraduate major or minor in psychology.

PSYCHOLOGY 500. Research Problems	3
PSYCHOLOGY 534. Advanced Statistics	3
PSYCHOLOGY 457. Physiological Psychology	3
PSYCHOLOGY 550. Thesis	6
Approved electives in psychology	18
Minor (Sociology, Physical or Biological Sciences)	9

Master of Science Degree

The Master of Science degree is offered with majors in chemistry and biology. Requirements for this degree, essentially the same as for the academic Master of Arts degree, include:

- (1) A thesis.
- (2) A reading knowledge of German, French, or Russian.
- (3) An orientation examination during the first two weeks of the program.

(4) A comprehensive examination.

(5) An oral defense of the thesis.

CHEMISTRY

Prerequisite: Undergraduate major in chemistry.

CHEMISTRY 450. Qualitative Organic Analysis	4
CHEMISTRY 452. Advanced Analytical Chemistry	4
CHEMISTRY 504. Chemical Bond Theories	3
CHEMISTRY 506. Organic Reaction Mechanisms	3
CHEMISTRY 510. Chemical Thermodynamics	3
CHEMISTRY 513. Optical Methods of Chemical Analysis	4
or CHEMISTRY 514. Electrical Methods	
CHEMISTRY 530. Advanced Inorganic Chemistry	3
CHEMISTRY 550. Research and Thesis	6
Approved Electives in CHEMISTRY	15

(Candidates who completed Chem. 450 and 452 as undergraduates select an additional eight quarter hours of electives in chemistry.)

BIOLOGY

Prerequisite: Undergraduate major in biology.

BIOLOGY 454. Genetics	3
BIOLOGY 455. Plant Physiology	4
BIOLOGY 500. Bibliography and Research	3
BIOLOGY 501. Advanced Animal Ecology	3
BIOLOGY 503. Bacteriology of Food, Water, Milk, Sewage	3
BIOLOGY 505. Animal Physiology I	3
BIOLOGY 506. Animal Physiology II	3
BIOLOGY 514. Plant Anatomy and Morphology	3
BIOLOGY 550. Research and Thesis	6
Approved Electives in Biology, Chemistry, and Geology	14

SECOND MASTER'S DEGREE

A student holding a Master's degree may earn a second Master's degree in another discipline. For admission to a second Master's degree, the student files an application and submits transcripts and score reports on the appropriate examinations. He plans his program of forty-five quarter hours with his adviser and may or may not include a thesis for six hours of credit. If he includes a thesis, all of the work must be completed at Appalachian. If he does not write a thesis, he may include up to nine quarter hours of graduate work not more than six years old from another approved graduate school or nine quarter hours of extension work completed through Appalachian. One who writes a thesis may meet residence requirements in thirty weeks. One who does not write a thesis and offers up to nine hours of transfer or extension credit may meet residence requirements in twenty-four weeks.

SIXTH-YEAR PROGRAMS FOR SCHOOL ADMINISTRATORS

The College of Education offers sixth-year programs for the preparation of school administrators. Patterns of study are available which prepare students successfully completing the programs to qualify for Advanced Certificates as superintendents, assistant superintendents, or principals. Details concerning these programs may be secured from the Dean of the College of Education, Duncan Hall, or the Dean of the Graduate School.

CERTIFICATE OF ADVANCED STUDY

One who holds a Master's degree and wishes to extend his knowledge in the area of his degree or achieve breadth in related disciplines may apply for admission to advanced study and plan a program to include forty-five quarter hours, up to nine hours of which may be completed at another approved graduate school or in Appalachian's extension program. A minimum of twenty-four weeks of residence is required. One completing the program may apply for a University Certificate of Advanced Study to be awarded at commencement. Whether the University Certificate of Advanced Study will qualify teachers for salary increments in their respective states will depend on the programs completed and the salary policies followed by the school systems.

Course Numbering

Courses designated 450 to 499 are senior-graduate courses to which graduate students may be admitted if they did not take them as undergraduate students. No more than five senior-graduate courses may be included in a thesis program and, normally, no more than six in a program that does not include a thesis. Courses designated 500 and above are limited to graduate students only.

Language Requirements

Candidates for the Master of Arts degree in geography, history, mathematics, or psychology and for the Master of Science degree in biology or chemistry will be expected to demonstrate by examination a reading knowledge of a modern foreign language, usually French or German. A language other than one normally required may be substituted with the approval of the student's adviser and the Dean of the Graduate School.

The student should apply for the language examination directly to the Chairman of the Department of Foreign Languages not later than three weeks before the date of the examination as scheduled. The Chairman of the Department of Foreign Languages, after reviewing the student's examination paper, will submit to the Dean of the Graduate School a report of the student's performance. The Dean of the Graduate School will inform the student and his adviser by mail whether the student has passed the examination. The student must have passed the examination in a foreign language before he is permitted to file an application for a Master's degree.

Application for the Degree

The graduate student must file with the Dean of the Graduate School an application for the Master's degree or the Certificate of Advanced Study the first week of his final registration period. The application form may be secured from the Graduate Office. If he is qualified to apply for a certificate to teach in North Carolina, the candidate may also file an application for a certificate. This form, too, may be secured from the Graduate Office.

Commencement

Candidates for Master's degrees and Certificates of Advanced Study are expected to be present at any commencement to receive the degree in person unless excused in writing by the Dean of the Graduate School.

ACADEMIC REGULATIONS

Registration

Graduate students register at the time specified on the university calendar. Initial registration is contingent upon the receipt and approval of transcripts of all work completed in other institutions and a report of acceptable scores on either the National Teacher Examinations Common and Area or the Graduate Record Examination Aptitude and Advanced. Registration material is provided by the office of the Registrar. A fee will be charged for late registration. See Special Fees.

Full-Time Resident Student

For full-time resident credit a student must be registered for a minimum of twelve quarter hours (six in a summer term) unless

he is a graduate teaching fellow or assistant. Graduate students may not register for more than fifteen hours a quarter or nine for a summer term.

Auditors

Regular fees are charged for auditing. A student may register as an auditor for a course with the consent of the instructor and the Dean of the Graduate School. Classes audited shall count as part of the student's load, but he will receive no credit and no grade will be assigned. An auditor is expected to be regular in class attendance but may not participate in class discussions unless he is invited to do so. He is not required to take tests and examinations. An auditor who finds it necessary to discontinue his classe attendance should formally drop the course.

Auditors may not register for research courses, seminars, practicum, and workshops.

Unclassified Graduate Students

A student doing graduate work but who has not applied for admission to Graduate School and who is not working on a definite program of graduate study leading to a Master's degree or a Certificate of Advanced Study has no assurance he may be able later to count such work as fulfilling course requirements for the degree.

Employed Students

Public school personnel employed on a full-time basis may not take more than three quarter hours during any one quarter or a total of nine quarter hours from September 1 to June 1. A full-time university instructor may not take more than three quarter hours during one registration period.

Foreign Students

Foreign students are encouraged to apply for admission to Master's degree programs starting in September rather than at the beginning of the winter or spring quarter. Applications should be received in the Office of the Dean of the Graduate School by April 1 and all supporting documents and credentials by May 15. Applicants whose native language is not English should arrange to take *Test of English as a Foreign Language* in October in

order for the university to receive the score by April 1. A foreign student whose native language is not English should request that a report of his score be sent *before* he asks for application forms, for application forms are sent only to foreign students with a score of 500 or higher on *Test of English as a Foreign Language*.

Appalachian State University has no scholarship program for the support of foreign students. Even out-of-state fees may not be waived. After a foreign student has studied at Appalachian State University for one quarter, he may apply for a graduate assistantships. If he is awarded an assistantship, out-of-state fees will be waived while he is an assistant.

The foreign student must submit a Confidential Statement on Finances before his application for admission to Graduate School will be considered.

Foreign students enrolled in other colleges and universities in the United States will not be admitted to Appalachian until they have completed, or are about to complete, study leading to a degree in the college or university they are attending.

Unmarried foreign students live in university residence halls and may take their meals at the University Cafeteria. Expenses for one academic year (9 months) for the foreign student are approximately \$1800.

Class Attendance

Attendance by all graduate students must be regular. Responsibility for class attendance rests with the student. In all cases work missed through absence must be made up, but permission to make up work is not automatic and is given at the discretion of the instructor. Excuses for absence from class meetings are granted by the instructor and at his discretion. A student whose attendance in classes is unsatisfactory to his instructor, his adviser, or the Dean of the Graduate School may be excluded from a course, a final examination, or a graduate program.

Student Responsibility

The graduate student is entrusted with the responsibility for his own progress. He keeps an up-to-date record of the courses he has taken in his proposed program and checks periodically

with his adviser. Responsibility for errors in his program or in interpretation of regulations rests entirely with the student.

Adding and Dropping Courses

A course may be added or dropped without penalty, with the approval of the student's adviser, prior to the last day of the registration period. A course may be changed from *Audit* to *Credit* prior to the last day of the registration period but not afterwards. A course may be dropped with a grade of "W" (withdrawn) prior to the fifth week of classes in a quarter or the middle of the third week in a summer term with the approval of the instructor and the student's adviser. After that date a grade of "F" is assigned, unless an exception is granted by the Dean of the Graduate School, in which case a grade of "W" is assigned.

Withdrawal

Requests for complete withdrawal from graduate school must be made by letter to the Dean of the Graduate School. A student who has completely withdrawn from a graduate program may not resume his studies unless he has been formally re-admitted. Students who withdraw without approval receive grades of "F."

Suspension and Dismissal

Appalachian reserves the right to exclude at any time a graduate student whose conduct is deemed improper or prejudicial to the best interest of the university.

A graduate student who fails to maintain grades of at least *B* in the courses for which he is registered in any term may not be permitted to re-register as a candidate for the Master's degree. However, a student may petition the Dean of the Graduate School for consideration of extenuating circumstances which may constitute a justifiable exception to this regulation. If the Dean of the Graduate School approves, the student may be permitted to register at his own risk for an additional quarter.

Grades

In the Graduate School, the grades *A*, *B*, *C*, *F*, and *I* are used to report the quality of credit. "A" is superior graduate accomplishment, "B" is average graduate accomplishment, "C" is below

average but passing, and "F" is a failing grade. A grade of "I" is reported for a student who has not completed the quantitative requirements of a course. Graduate credit accepted in fulfillment of the requirements for the Master's degree or Certificate of Advanced Study shall average not lower than *B*, and no credit toward the degree shall be granted for a grade below *C*. Course work reported "Incomplete" must be completed within a year of the official ending of the course. A graduate student is permitted to repeat not more than one course to improve his grade. A grade of *F* is assigned to a student who arbitrarily discontinues meeting a class or who withdraws without making proper arrangements with the Dean of the Graduate School and the Dean of Student Affairs.

Changing Grades

Once an instructor has reported a grade to the Registrar, it cannot be changed except in case of error in reporting or recording. Any change made must also be reported to the Dean of the Graduate School.

Changing Majors

A student who has been approved by one department but who wishes to change to another must have the approval of the Dean of the Graduate School and of the department into which he proposes to transfer before the change may be made. In addition, the chairman of the department from which the student wishes to transfer must certify that the student is eligible to continue as a degree candidate in that department.

Examinations

In addition to the Miller Analogies Test and the National Teacher Examinations Common and Area or the Graduate Record Examination Aptitude and Advanced, which are required by all departments, qualifying examinations are administered by several departments to determine the student's qualifications for graduate study. In addition, all departments require comprehensive examinations in the major near the termination of the graduate program. These examinations may be written, oral, or a combination of the two. Composition of committees for comprehensive examinations is determined by the chairman of the major department. Each

examining committee must have at least three graduate faculty members from the major department. It is the responsibility of the degree candidate to arrange with his department chairman a date for the comprehensive examination, which may not be taken before the student has been admitted to candidacy or completed at least two-thirds of his course work.

Oral examinations are required of all students presenting thesis or research projects. Thesis committees are composed of at least three graduate faculty members from the major department. At the discretion of the department, the oral examination on the thesis may be substituted for the comprehensive examination.

Library Carrels

Closed library carrels are available to graduate students who are working on theses and special research projects. Applications for carrels are made on a quarterly basis to the Librarian.

Independent Study

With the approval of the instructor, the department chairman, the Dean of the Graduate School, and the Provost, a graduate student who has been admitted to candidacy may register for independent study in his major field. Students registered for independent study must be scheduled for regular conference periods at least weekly. As much as six quarter hours of independent study may be applied toward the degree.

Extension Classes

Based upon requests from the administrators of school systems in northwestern North Carolina, Appalachian offers in-service courses for teachers and other personnel. The course is given at a central place in the school unit which has requested the in-service training. For graduate students who register for extension work, up to nine quarter hours of graduate credit may be counted toward the Master's degree. Extension work applied toward the degree will not reduce the minimum residence requirements, but it can be used to replace the six weeks of additional residence required of students who do not write a thesis. The cost of extension work, including tuition and fees, is \$30.00 for three hours. A student registering at Appalachian for the first time must pay a registration fee of \$10.00.

A student enrolled in a degree program in which a thesis is not required may be permitted to include up to nine quarter hours of extension credit provided the work is approved by the adviser and the Dean of the Graduate School and is taught by Appalachian State University faculty. One may transfer some credit from another graduate school and complete some extension credit, but the combined total may not exceed nine quarter hours. Correspondence courses are not accepted for graduate credit.

Saturday and Evening Classes

Appalachian also schedules Saturday and evening graduate courses on campus during the fall, winter, and spring quarters. By attending a Saturday or evening class during any one quarter, the graduate student may earn three hours of graduate credit. Six weeks of residence is recognized for six hours of graduate credit for Saturday classes. As much as eighteen quarter hours of credit earned in Saturday classes may be applied toward the Master's degree. The cost of Saturday work, including tuition and fees, is \$30.00 for three quarter hours. Books and supplies cost approximately \$10.00. A student registering for the first time must pay a registration fee of \$10.00.

Internships

In addition to internships in junior college teaching, qualified applicants may serve internships in school administration and in supervision of student teaching. To be eligible for an internship an applicant must:

1. Hold a valid North Carolina *A* certificate or better.
2. Have successfully completed three or more years of teaching with at least one year in the school system in which he plans to do his internship.
3. Have the recommendation of his principal and/or superintendent.
4. Have been admitted to candidacy for or hold the Master's degree.

The following administrative policy governs internships.

1. An applicant for an internship must be working within a reasonable distance of the university.
2. The number of registrants for Education 575 and 576 is limited.

3. The intern must work under a fully certified supervisor.
4. The supervisor must express a willingness to supervise the work and provide the experiences necessary for the intern.

An internship in the supervision of student teachers is available to supervising teachers who have successfully supervised at least one student teacher during the past two years. The program, designed to permit teachers to participate while regularly employed in a school system, carries three hours of credit during the quarter. Further details of this program may be secured from the Office of Student Teaching.

Transfer Credit

A student enrolled in a degree program in which a thesis is not required may be permitted to transfer from another graduate school up to nine quarter hours (six semester hours) of appropriate graduate credit provided grades earned are at least "B" and provided the credit will not be more than six years old at the time the Master's degree or the Advanced Certificate is awarded.

EXPENSES AND FINANCIAL AID

Fees are charged by the quarter and are due and payable in advance at the beginning of each quarter. Any special arrangement for the payment of expenses must be made at the time of registration with the Controller's Office.

It is the desire of the university to hold expenses to the minimum. The charges for one quarter in Graduate School are as follows:

	<i>Resident of North Carolina</i>	<i>Non-Resident of North Carolina</i>
Tuition and Fees	\$145.91	\$395.91
Room, Board and Laundry		
Men	\$244.00	\$244.00
Women	\$239.00	\$239.00

The university reserves the right to make changes in these charges when circumstances require.

The application for admission must be accompanied by an application fee of ten dollars, which is not refundable.

Graduate students purchase their textbooks and supplies.

Graduate students may not secure dormitory rooms on campus until all undergraduates have been placed.

Fellowships and Assistantships

Approximately one hundred fellowships and assistantships are available for the regular session. Five research fellowships carrying stipends of \$1200 each are available to qualified applicants. Half-time fellows and assistants will devote twenty-four hours a week to laboratory instruction or other service to the university. Third-time and quarter-time assistants give proportionately less time to their assistantships. Assistants receive annual stipends of \$1800 to \$3600 and are permitted to carry a quarterly academic load of nine, twelve, and fifteen quarter hours depending upon the classification of the assistantships. Appalachian offers only a limited number of graduate assistantships for the summer quarter, the stipends ranging from \$200 to \$250 for each term.

Teaching fellowships are available in the Laboratory Schools and in the University. Departments in which fellows and assistants may work are Biology, Chemistry, Economics and Business, Education, English, French, Geography, History, Industrial Arts, Library Science, Mathematics, Music, Physical Education, Political Science, Psychology, Social Science, Sociology, Spanish, and Speech. In addition twelve dormitory counselorships are available.

Up to forty work-study assistantships paying up to \$900 for the academic year and \$300 for the summer are made available to qualified applicants through the Economic Opportunity Act. Students interested in a work-study assistantship are advised to write to the Director of Student Financial Aid, Appalachian State University, before April 15.

For the preparation of junior college teachers, Appalachian offers a two-year program which combines graduate study with supervised college teaching experience in any one of the following fields: Audiovisual Education, Biology, Chemistry, Economics and Business, English, French, Geography, History, Industrial Arts, Library Science, Mathematics, Music, Physical Education, Political Science, Psychology, Social Science, Sociology, Spanish, and Student Personnel Services. Twelve appointments in this program are maintained each year. An applicant is required to have at least an average of *B* on his undergraduate work. Teaching experience is desirable. The junior college teaching fellow receives a stipend of

\$4800 to \$5400 paid on the basis of \$1200 to \$1800 during the first year and \$3600 to \$4000 during the second.

Anyone wishing to apply for an assistantship or a teaching fellowship should write the Dean of the Graduate School for application forms and return them properly filled out, and he should submit a complete transcript of his college work not later than July 1. Applications for assistantships, teaching fellowships, and work-study assistantships are considered only after applicants have been approved for admission to the Graduate School.

Loans

Graduate students who have been admitted to candidacy for the degree are eligible to apply for loans not exceeding \$500 a quarter. Preference for these loans, most of which are made available through the National Defense Education Act, is given to graduate students who do not hold fellowships or assistantships. Applications for loans should be submitted to the Director of Student Financial Aid at least one month before the money is needed.

Housing

Campus living accommodations for graduate students are limited. Spaces are provided in North Hall for twenty-five graduate women. Spaces for twenty-five graduate men are provided in Justice Hall. No facilities for married students are available on campus. For further information about residence halls and procedures for applying for a room, write the Dean of Men or the Dean of Women. Lists of off-campus living facilities are provided by the offices of the Dean of Men or the Dean of Women. There is no supervision or approval of these listings, most of which are within walking distance of the campus.

Refunds

If a graduate student withdraws from the university before the close of the registration period, one-half of his tuition fees and room rent and a proportionate part of the amount paid for meals will be refunded. If a student withdraws after the close of the registration period, none of his fees and room rent will be refunded, but a proportionate part of the amount paid for meals will be refunded. Students who do not formally withdraw are not eligible

for a refund. The date of withdrawal is the day on which the student makes his intention known to the Dean of the Graduate School, not the last day he attends classes.

Transcripts

The student will be allowed to receive a transcript of graduate credits earned at Appalachian only when his financial accounts are completely paid. No fee is charged for a transcript, but no more than three transcripts will be issued at any one time. Transcripts should be requested from the Office of Academic Records and Transcripts. *The Graduate office does not issue transcripts.*

PERSONNEL

BOARD OF TRUSTEES

JOHN P. FRANK, <i>Chairman</i>	Mount Airy
GEORGE CORN	Shelby
D. DWIGHT CRATER	Wilkesboro
HUGH DANIEL	Waynesville
E. G. LACKEY, <i>Vice Chairman</i>	Winston-Salem
LESTER P. MARTIN, JR.	Mocksville
DWIGHT W. QUINN	Kannapolis
WAYNE H. SHOAF	Lexington
WILLIAM B. RANKIN	Lincolnton
JEAN L. RIVERS	Boone
JOHN H. VICKERS	Charlotte
W. R. WINKLER	Boone
WILLIAM J. CONRAD, <i>Chairman Emeritus</i>	Winston-Salem

The President of the University serves as Secretary to the Board of Trustees and its committees, and the Director of Business Affairs serves as Treasurer. Executive Committee: E. G. LACKEY, *Chairman*; HUGH S. DANIEL, JR., LESTER P. MARTIN, JR., WILLIAM B. RANKIN, JOHN H. VICKERS.

THE BOARD OF VISITORS

MR. C. ALDEN BAKER	Raleigh, North Carolina
MR. IRWIN BELK	Charlotte, North Carolina
MRS. PAUL BROYHILL	Lenoir, North Carolina
MRS. HARRY B. CALDWELL	Greensboro, North Carolina
MR. J. E. COLLETTE	Winston-Salem, North Carolina
MR. WILLIAM J. CONRAD	Winston-Salem, North Carolina
MR. EDWIN DUNCAN, JR.	Sparta, North Carolina
MR. JOHN M. EHLE, JR.	Winston-Salem, North Carolina
MR. GORDON L. GOODSON	Lincolnton, North Carolina
MR. GROVER C. GREENE	Milton, Delaware
DR. L. H. HOLLINGSWORTH	Winston-Salem, North Carolina
MR. LEWIS JENKINS	North Wilkesboro, North Carolina
MR. GROVER C. ROBBINS	Blowing Rock, North Carolina
MR. TERRY SANFORD	Fayetteville, North Carolina
DR. T. EDGAR SIKES	Greensboro, North Carolina
MR. WALTER E. WILES	Chicago, Illinois

262

PERSONNEL

ADMINISTRATIVE OFFICERS

HERBERT W. WEY, B.S., M.A., Ph.D. (1969)	President
PAUL SANDERS, B.A., M.S., Ph.D. (1962)	Provost
OMRI KENNETH WEBB, JR., B.A., B.D., Ph.D. (1962)	Dean of Student Affairs
NED REEVES TRIVETTE, B.S., M.A. (1956)	Director of Business Affairs
ROBERT TRAWICK ALLEN, JR., A.B., (1960)	Director of Public Affairs
CRATIS DEARL WILLIAMS, A.B., M.A., Ph.D. (1942)	Dean of Graduate School
WILLIAM C. STRICKLAND, A.B., B.D., Th.D. (1966)	Dean, College of Arts and Sciences
BEN H. HORTON, B.S., M.A., Ed.D.	Dean, College of Education
NICHOLAS ERNESTON, B.M.Ed., M.M., Ph.D. (1948)	Dean, College of Fine and Applied Arts
ROBERT ELLIS REIMAN, B.S., M.S., Ph.D. (1963)	Director of Institutional Research and Development
JAMES M. COLE, B.S., M.Ed. (1963)	Assistant to the Provost
BENJAMIN F. STRICKLAND, B.S., M.Ed., Ed.D. (1962)	Assistant Dean of the Graduate School
C. DAVID SMITH (1968)	Assistant Dean of Student Affairs
ROY R. BLANTON, JR., B.S., M.A., Ed.D., (1948)	Director of Extension
WILLIAM LEONARD EURY, A.B., B.S. in L.S., M.S. in L.S. (1929)	Librarian
W. DEAN MEREDITH, A.B., M.Ed. (1962)	Registrar
CLARENCE HAZEL GILSTRAP, B.A., M.A. (1964)	Director of Admissions
MAXIE GREENE EDMISTEN, B.S., M.A. (1956)	Dean of Women
RONNIE LEONARD BROOKS, B.S. (1957)	Dean of Men

THE FACULTY

The members of the faculty are listed alphabetically with the year of appointment given after each name.

- CONLEY RICHMOND ADDINGTON (1968), Associate Professor of Economics and Business
B.S., William and Mary; M.B.A., Northwestern University; D.C.S., Newberry College.
- RUBY LAVELLE AKERS (1960), Assistant Professor of English
A.B., Mary Hardin-Baylor College; M.A., Appalachian State University.
- EVERETTE DAVID ALLEN (1968), Instructor of Psychology
B.A., M.A., Appalachian State University.
- MARY BROWN ALLGOOD (1961), Professor and Chairman of Home Economics
B.S., Madison College; M.S., Iowa State University.
- JOSE ANTONIO AMARO (1967), Professor of Foreign Languages
B.S., Institute of Secondary Education; M.S., Kansas State Teachers College; LL.D., Doctor of Pedagogy, Havana University.
- CAROLYN LILLIAN ANDERSON (1969), Instructor of Mathematics
B.S., Livingston College; M.A., Appalachian State University.
- WARREN G. ANDERSON (1967), Associate Professor of Administration, Supervision, and Higher Education and Principal of Appalachian Elementary School
A.B., University of Richmond; M.Ed., D.Ed., University of North Carolina at Chapel Hill.
- JOHN G. ANDRIKOPOULOS (1965), Instructor of Art
B.A., M.A., University of Wyoming.
- ROBERT J. ANGELL (1968), Instructor of Economics and Business
B.S., University of North Carolina at Chapel Hill; M.B.A., University of Virginia.
- GEORGE PETER ANTONE (1967), Assistant Professor of History
A.B., Brown University; Ed.M., Rutgers University; Ph.D., Vanderbilt University.
- JOSEPH E. ARNOLD (1969), Associate Professor of Military Science
B.A., State University of Iowa.
- JOAN ASKEW (1965), Assistant Professor of Health and Physical Education
B.S., Auburn University; M.S., University of Tennessee.
- GELENE ANDREWS ATWOOD (1956), Instructor of Chemistry
A.B., University of North Carolina at Greensboro; M.A., Appalachian State University.
- JOHN TRUMBULL AUSTON (1968), Professor of Speech
B.A., M.A., Ph.D., University of Denver.
- ROBERT ARTHUR BANZHAF (1966), Assistant Professor of Industrial Arts
B.S., M.Ed., University of Miami.
- JAWAD BARGHOTHI (1969), Assistant Professor of Political Science
B.A., M.A., Ph.D., Southern Illinois University.
- RICHARD THOMAS BARKER (1956), Assistant Professor and Assistant Librarian
B.S., M.A., Appalachian State University.
- JOHN W. BEAVER (1969), Assistant Professor of Military Science
B.A., Marshall University.
- DEBORAH ELLEN BELL (1965), Instructor and Assistant Catalogue Librarian
B.A., Louisiana State University; M.L.S., George Peabody College.
- ANNIE MAE BLACKBURN (1956), Assistant Professor of Economics and Business
B.S., M.A., Appalachian State University.
- CHARLES B. BLACKBURN (1969), Associate Professor of History
B.S., M.A., Ph.D., Ball State University.

- RICHARD BLACKBURN (1969), Instructor of Biology and Assistant Registrar
B.S., M.A., Appalachian State University.
- ROY RUSSELL BLANTON, JR. (1948), Professor of Administration, Supervision and Higher Education and Director of Extension
B.S., M.A., Appalachian State University; Ed.D., Indiana University.
- GERALD M. BOLICK (1969), Associate Professor of Administration, Supervisor and Higher Education
B.S., M.S., North Carolina State University; Ed.D., Duke University.
- PATRICIA LEE BONIN (1969), Instructor of Foreign Languages
B.A., University of Chattanooga; M.A., University of Georgia.
- EMBRIE JOHN BORKOVIC, JR. (1969), Assistant Professor of Sociology and Anthropology
B.A., University of Pittsburgh; M.A., University of Colorado.
- BEN GESS BOSWORTH, JR. (1960), Professor of Teacher Education
B.S., M.S., Ed.D., University of Virginia.
- HERBERT LOUIS BOWKLEY (1965), Professor of Chemistry
B.S.C., University of Michigan; M.S., Missouri School of Mines; Ph.D., Pennsylvania State University.
- DEANNA GAY BOWMAN (1967), Instructor of Mathematics
B.S., Madison College; M.S., Virginia Polytechnic Institute.
- BRUCE MICHAEL BOYLE (1968), Instructor of English
B.Ed., M.A., University of Miami.
- MADELINE BRADFORD (1964), Assistant Professor of Teacher Education
B.S., M.A., Appalachian State University.
- JOHN HIBBS BRASHEAR (1967), Associate Professor of Economics and Business
B.S., M.A., University of Florida.
- LUCY MOORE BRASHEAR (1967), Assistant Professor of English
A.B., M.A., University of Florida; Ph.D., University of North Carolina at Chapel Hill.
- CARL HERBERT BREDOW (1964), Assistant Professor of Foreign Languages
B.S., M.A., Columbia University.
- WILLARD LEON BRIGNER (1968), Assistant Professor of Psychology
B.A., DePauw University; M.S., Purdue University; Ph.D., Duke University.
- MABEL BRISTER (1968), Assistant Professor and Assistant Librarian
B.A., William Carey College; M.A., Appalachian State University.
- GOLDEN THADDEUS BUCKLAND (1948), Professor of Mathematics
B.S., M.A., Appalachian State University; D.Ed., The Pennsylvania State University.
- HENRY B. BURTON (1969), Associate Professor of Psychology
B.C.E., Clemson University; M.D., Medical College of South Carolina.
- JAMES LEE BURTON (1966), Instructor of Art
B.A., M.A., University of Wyoming.
- O. MELL BUSBIN, JR. (1967), Assistant Professor of Library Science
A.B., High Point College; M.A., Appalachian State University.
- BEULAH CATHERINE CAMPBELL (1957), Associate Professor of Teacher Education
A.B., M.A., Western Kentucky State University.
- DONNA H. CAMPBELL (1965), Instructor of English
B.S., M.A., Appalachian State University.
- IRVIN WATSON CARPENTER, JR. (1953), Professor of Biology
B.S., M.S., Ph.D., Purdue University.
- JESSIE LUELLA CARPENTER (1954), Assistant Professor of Speech
A.B., DePauw University; M.S., Purdue University.
- MARTHA CATHERINE (ST. JOHN) CARRIKER (1969), Instructor of English
B.A., University of South Carolina; M.A., Appalachian State University.

- ROY CARROLL (1969), Professor and Chairman of History
B.A., Ouachita Baptist University; M.A., Ph.D., Vanderbilt University.
- WILLIAM CHARLES CHURCH (1965), Instructor of Health and Physical Education and Assistant Coach of Football
B.S., M.A., Appalachian State University.
- DONALD L. CLARK (1969), Associate Professor of Psychology
B.A., George Washington University; B.D., Southeastern Baptist Theological Seminary; M.A., Appalachian State University; Ed.D., University of Florida.
- JAMES MONROE COLE (1963), Assistant Professor of Teacher Education and Assistant to the Provost
B.S., M.Ed., University of Cincinnati.
- WALTON SMITH COLE (1951), Associate Professor of Music
A.B., Southwestern at Memphis; M.M., University of Arizona.
- JOHN G. COLLINS (1969), Professor and Chairman of Military Science
B.A., University of Omaha.
- WALTER CURTIS CONNOLLY (1963), Professor and Chairman of Physics
A.B., Miami University; M.S., University of Illinois; Ph.D., The Catholic University of America.
- LELAND ROSS COOPER (1967), Professor of Administration, Supervision, and Higher Education
B.S., Clemson University; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Florida.
- WILLIAM M. COOPER (1967), Associate Professor of Teacher Education
B.S., Berry College; M.Ed., Ed.D., Auburn University.
- JAMES F. CORNELL, JR. (1968), Assistant Professor of Biology
B.S., University of North Carolina at Chapel Hill; M.S., North Carolina State University.
- A. RONALD COULTHARD (1968), Assistant Professor of English
B.S., Concord College; M.A., Ph.D., Florida State University.
- JEAN-PIERRE COURBOIS (1968), Assistant Professor of Economics and Business
B.S., Georgetown University; M.A., American University.
- DORIS WALKER COX (1968), Associate Professor and Chairman of Library Science
A.B., Florida State College for Women; M.A., Ph.D., Florida State University.
- JOYCE G. CROUCH (1967), Associate Professor of Psychology
B.S., M.A., Tennessee Technological University; Ed.D., University of Tennessee.
- RICHARD COWTAN CULYER, III (1966), Instructor of Special Programs
B.S., M.A., Appalachian State University.
- RUDY L. CURD (1969), Assistant Professor of Mathematics
B.S., Lincoln Memorial University; M.A., Ph.D., University of Kentucky.
- CHARLES T. DAVIS, III (1967), Assistant Professor of Philosophy and Religion
B.S., University of Alabama; B.D., Candler School of Theology; Ph.D., Emory University.
- HOPE P. DAVIS, JR. (1969), Assistant Professor of Political Science
B.A., University of Georgia; M.A., Ball State University.
- BARBARA HORTON DAYE (1969), Instructor of Health and Physical Education
B.S., M.A., Appalachian State University.
- JAMES D. DAYE (1969), Instructor of Health and Physical Education
B.S., M.A., Appalachian State University.
- ERIS A. DEDMOND (1968), Instructor of Special Programs
B.S., Western Carolina University; M.S., Florida State University.
- ERIC BROOKS DeGROAT (1959), Assistant Professor of Health and Physical Education and Coach of Soccer
B.S., Springfield College; M.A., New York University.

266

THE FACULTY

- WARREN CAMERON DENNIS (1965), Associate Professor of Art
B.A., University of Southern Mississippi; M.F.A., University of Mississippi.
- ALFRED MAXEY DENTON, JR. (1962), Professor and Chairman of
Sociology and Anthropology
B.S., Oklahoma State University; M.A., Ph.D., University of North Carolina at Chapel Hill.
- MAY EVANS DENTON (1961), Associate Professor of Physical Science
B.S., Georgia State College for Women; M.S., Vanderbilt University.
- FINNIS RAY DERRICK (1946), Professor and Chairman of Biology
B.S., M.S., Ph.D., University of South Carolina.
- MacWILLIAM DISBROW (1966), Assistant Professor of Music
B.M., M.M., Cincinnati Conservatory of Music.
- JEFFERSON MAX DIXON (1956), Professor of History
A.B., M.A., Emory University; Ph.D., George Peabody College for Teachers.
- EDWIN SHULL DOUGHERTY (1938), Professor of History
B.S., Appalachian State University; M.A., George Peabody College for Teachers.
- BOYD MAX DOWELL (1967), Associate Professor of Psychology
B.S., Bob Jones University; M.S., Ed.D., University of Tennessee.
- EUGENE CHRISTOPHER DROZDOWSKI (1961), Associate Professor of
History
B.A., Alfred University; M.A., Ph.D., Duke University.
- JOHN DANIEL DUKE (1968), Associate Professor of Psychology
A.B., M.A., Ph.D., University of North Carolina at Chapel Hill.
- HARVEY RALPH DURHAM (1965), Assistant Professor and Chairman
of Mathematics
B.S., Wake Forest University; M.A., Ph.D., University of Georgia.
- G. MARVIN EARGLE (1969), Assistant Professor of Mathematics
B.S., University of North Carolina at Chapel Hill; M.S., Ph.D., North Carolina State University.
- ANNIE GWENDOLEN EASTRIDGE (1966), Instructor and Assistant
Reference Librarian
A.B., Flora MacDonald; B.R.E., Presbyterian School of Christian Education; M.A., Appalachian State University.
- GRACE TONEY EDWARDS (1967), Instructor of English
B.S., M.A., Appalachian State University.
- LAWRENCE FIELDING EDWARDS (1966), Associate Professor and
Chairman of Art
B.A., University of Southern Mississippi; M.F.A., University of Mississippi.
- DAISY WILLIAMS EGGERS (1954), Assistant Professor of English
B.S., M.A., Appalachian State University.
- GRAYDON POE EGGERS (1927), Professor of English
B.A., Carson-Newman College; A.M., Ph.D., Duke University.
- BARRY W. ELLEDGE (1969), Assistant Professor of Economics and
Business
B.S., Berea College; M.S., University of Massachusetts.
- RONALD J. ENSEY (1969), Assistant Professor of Mathematics
B.A., Hardin-Simmons University; M.S., Ph.D., New Mexico State University.
- TERRY ELMER EPPERSON, JR. (1962), Professor of Geography
B.S., East Tennessee State College; M.S., University of Kentucky; Ph.D., University of Tennessee.
- NICHOLAS ERNESTON (1948), Professor of Music and Dean of the
College of Fine and Applied Arts
B.M. Ed., Shenandoah Conservatory; M.M., Cincinnati Conservatory of Music; Ph.D., Florida State University.
- WILLIAM L. EURY (1929), Professor and Head Librarian
A.B., Duke University; B.S. in L.S., M.S. in L.S., George Peabody College for Teachers.

- WILLIAM MORRIS EVANS (1968), Assistant Professor of Foreign Languages
B.A., M.Ed., University of North Carolina at Chapel Hill.
- ANNIE LAURIE FARISH (1969), Instructor of Speech
B.A., University of Denver; M.A., Mississippi State University.
- ROSE R. FEIMSTER (1969), Instructor of English
B.A., University of North Carolina at Chapel Hill; M.A., Appalachian State University.
- JOHN O. FISH (1968), Assistant Professor of History
A.B., Lambreth College; M.A., Memphis State University; Ph.D., University of Georgia.
- LORRAINE FORCE (1968), Associate Professor of Art
B.S., Southwest Missouri State; M.Ed., University of Miami; Ph.D., Florida State University.
- ELIZABETH FOX (1957), Assistant Professor of Music
B.M., M.M.Ed., North Texas State University.
- GLENN ELBERT FOX (1966), Instructor of Mathematics
B.S., Wake Forest College; M.Ed., University of North Carolina at Chapel Hill; M.A., Appalachian State University.
- ROBERT KENNETH FRANKS (1969), Associate Professor of Physics
B.S., Carson-Newman College; Ph.D., Virginia Polytechnic Institute.
- DAVID ARTHUR FRENCH (1959), Associate Professor of Speech
B.S., Kansas State Teachers College; M.F.A., Yale University.
- FRANCES STONE FULMER (1961), Instructor of Mathematics
A.B., Winthrop College; M.A., Appalachian State University.
- WILLIAM EDMUND FULMER (1955), Professor of Teacher Education and Director of Student Teaching
A.B., Catawba College; Ed. M., University of South Carolina; Ed.D., University of Missouri.
- LOWELL BENJAMIN FURMAN (1969), Associate Professor of Health and Physical Education and Director of Athletic Medicine
M.D., University of Tennessee.
- EDWARD HIRAM GIBSON, III (1959), Professor of History
A.B., M.A., Ph.D., University of North Carolina at Chapel Hill.
- HOYT MELVYN GILLEY (1969), Assistant Professor of Psychology
B.A., Duke University; M.S., Ph.D., Florida State University.
- CLARENCE HAZEL GILSTRAP (1964), Assistant Professor of Teacher Education and Director of Admissions
B.A., Furman University; M.A., Appalachian State University.
- SANDRA JEAN GLOVER (1969), Assistant Professor of Biology
B.S., Northwestern State University of Louisiana; M.Ed., Ph.D., University of Georgia.
- GAYE WAGONER GOLDS (1964), Assistant Professor and Assistant Circulation Librarian
B.S., M.A., Appalachian State University.
- GEORGE LOGAN GRAHAM (1967), Associate Professor of Teacher Education
B.S., West Texas State University; M.Ed., LL.D., Hardin-Simmons University.
- RAY LOGAN GRAHAM (1963), Associate Professor of Mathematics
B.S., West Texas State University; M.A.T., Ph.D., New Mexico State University.
- ANTHONY GRAY (1969), Instructor of Health and Physical Education
B.S., M.A., Appalachian State University.
- LOWELL C. GREEN (1968), Assistant Professor of History
B.A., Wartburg College; B.D., Wartburg Seminary; Dr. Theol., University of Erlangen.
- JACK WILLIAM GROCE (1965), Instructor of Health and Physical Education and Assistant Coach of Football
B.S., M.A., Appalachian State University.

- MELVIN H. GRUENSFELDER (1969), Assistant Professor of Health and Physical Education
B.S., M.S., University of Illinois.
- SHELDON HANFT (1969), Assistant Professor of History
B.A., City College of New York; M.A., Ph.D., New York University.
- JAMES EDWARD HARRILL (1961), Professor and Chairman of Special Programs
A.B., Berea College; M.A., George Peabody College for Teachers; Ph.D., University of North Carolina at Chapel Hill.
- STANLEY AUSTIN HARRIS, JR. (1965), Assistant Professor of Economics and Business
B.S., Appalachian State University; M.B.A., New York University.
- ROBERT JOHN HARTIG (1968), Instructor of Geography
B.S., M.A., Eastern Illinois University.
- MARTHA GREY HAWKINSON (1955), Assistant Professor of Economics and Business
B.A., B.S.S.A., Queens College; M.A., Appalachian State University.
- WALTER AXEL HAWKINSON (1945), Professor of Mathematics
B.S., Washington and Jefferson College; M.A., Appalachian State University.
- JOHN W. HEATON (1969), Instructor and Assistant Circulation Librarian
B.A., Milligan College; M.S. in L.S., East Tennessee State University.
- DAVID HEISSER (1969), Instructor of History
B.S., College of Charleston; M.A., University of North Carolina at Chapel Hill.
- DONNA W. HELSETH (1969), Instructor of Special Programs and Counselor
B.S., Appalachian State University; M.S., University of Georgia.
- FRANK A. HELSETH (1968), Assistant Professor of Biology
B.S., Appalachian State University; M.S., Ph.D., University of Georgia.
- HANS G. HEYMANN (1969), Professor of English
B.A., Friedrich Wilhelm College; M.A., Ph.D., University of Frankfurt.
- MAYNARD JOHN HIGBY (1967), Assistant Professor of English
B.S., Clemson University; M.A., University of South Carolina.
- LOYD H. HILTON (1969), Professor and Chairman of English
B.A., Wayland Baptist College; M.A., Texas Technological College; Ph.D., University of Texas.
- CLEONE HAYNES HODGES (1938), Associate Professor of Health and Physical Education
A.B., Louisiana State Normal College; M.S., Louisiana State University.
- ALLIE AUSTIN HODGIN (1934), Assistant Professor and Reference Librarian
B.S., Appalachian State University; B.S. in L.S., M.L.S., George Peabody College for Teachers.
- RICHARD CORRIN HODGSON (1968), Assistant Professor of Economics and Business
B.B.A., University of Texas; M.S., North Texas State University.
- OSCAR DILE HOLTON, JR. (1968), Assistant Professor of English
B.A., Wayland College; M.A., Ph.D., Texas Technological University.
- FRANCIS LENTZ HOOVER (1945), Professor of Health and Physical Education
B.S., Appalachian State University; M.A., University of North Carolina at Chapel Hill; Dir. P.E., D.P.E., Indiana University.
- RENA CALDWELL HOOVER (1955), Assistant Professor of History
A.B., Coker College; M.A., Appalachian State University.
- CAROLY GREGORY HOPKINS (1967), Instructor of Speech
B.A., M.A., University of Missouri.
- ROBERT M. HOPKINS (1967), Instructor of Economics and Business
B.B.A., Oklahoma University; M.A., Northeast Missouri State Teachers College.

- LAWRENCE EDWARD HORINE (1968), Associate Professor and Chairman of Health and Physical Education.
B.S., M.A., Ed.D., University of Colorado.
- BEN HASKELL HORTON, JR. (1948), Professor and Dean of the College of Education
B.S., M.A., Appalachian State University; Ed.D., Florida State University.
- EARNY PIERRE HOTARD, JR. (1959), Assistant Professor of Music
B.S., Louisiana State University; M.M., Indiana University.
- GUY FOREST HUBBARD (1967), Assistant Professor of Psychology
B.B.A., M.Ed., North Texas State University.
- MAMIE LOU HUBBARD (1967), Instructor of Special Programs
B.S., M.Ed., Texas Woman's University.
- WILLIAM RALPH HUBBARD (1969), Assistant Professor of Biology
B.S., M.A., Appalachian State University; Ph.D., University of North Carolina at Chapel Hill.
- MARY ALICE HUFF (1942), Assistant Professor and Catalogue Librarian
A.B., Limestone College; B.S. in L.S., George Peabody College for Teachers.
- PEYTON ALBERT HUGHES (1968), Assistant Professor of Political Science
B.A., M.A., Mississippi State University.
- DANIEL F. HURLEY (1969), Instructor of English
B.A., The Sulpician Seminary of the Northwest; M.A., Louisiana State University.
- HOMER H. HURLEY (1965), Associate Professor of Biology
B.S., North Carolina State University; M.Ed., University of North Carolina at Chapel Hill; Ph.D., George Washington University.
- RODNEY G. HURLEY (1969), Instructor of Administration, Supervision, and Higher Education
B.A., M.S., Florida State University.
- WILLIAM IMPERATORE (1969), Assistant Professor of Geography
B.S., Slippery Rock State College; M.A., Ed.D., University of Georgia.
- FRANCES VIRGINIA IRONS (1968), Assistant Professor of Home Economics
B.S., University of North Carolina at Greensboro; M.S., Virginia Polytechnical Institute.
- CHARLES LEE ISLEY, JR. (1958), Associate Professor of Music
B.S., Davidson College; M.A., Appalachian State University.
- ROBERT L. JACKSON (1969), Assistant Professor of Political Science
B.A., Montreat College; M.A., Western Carolina University.
- SHEILA JACKSON (1969), Instructor of Teacher Education
B.E., University of Miami; M.E., University of Kansas.
- DAVID MORRIS JENKINS (1968), Instructor of Special Programs
B.S., Campbell College; M.A., Appalachian State University.
- BASIL GARRELL JOHNSON, JR. (1967), Associate Professor of Psychology
B.A., University of Oklahoma; M.A., University of Tulsa; Ed.D., Oklahoma State University.
- BROOKE RONALD JOHNSON (1965), Associate Professor of Psychology
B.S., M.Ed., Ph.D., University of Georgia.
- JAMES EDWIN JOHNSON (1962), Professor of Chemistry
B.S., Emory and Henry College; M.S., Ph.D., Virginia Polytechnic Institute.
- ISABEL FLEMING JONES (1953), Professor of Teacher Education
B.S., M.Ed., Ed.D., University of Virginia.
- JAMES FREDERICK JONES (1956), Associate Professor of Economics and Business, Business Manager of Athletics, and Coach of Tennis
A.B., Elon College; M.A., East Carolina University.
- KAREN DOUGHERTY JONES (1967), Instructor of History
B.S., M.A., Appalachian State University.
- BARBARA ADELE JUSTICE (1965), Assistant Professor of Music
B.S., M.A., Appalachian State University.

270 THE FACULTY

- ILA TAYLOR JUSTICE (1949), Associate Professor of Library Science
A.B., Berea College; B.S. in L.S., M.S. in L.S., George Peabody College for Teachers.
- ARNOLD KANNWISCHER (1969), Assistant Professor of Economics and Business and Director of the Computer Center
B.A., Florida State University.
- NELL KANNWISCHER (1969), Associate Professor of Administration, Supervision, and Higher Education
B.A., M.A., Ph.D., Florida State University.
- RONALD WEST KANOY (1966), Instructor of Health and Physical Education and Athletic Trainer
B.S., M.A., Appalachian State University.
- IRVIN MORRIS KAUFFMAN (1969), Assistant Professor of Psychology
B.A., University of Florida; Ph.D., University of Alabama.
- LESTER D. KEASEY (1967), Professor of Sociology
A.B., Gettysburg College; B.D., Lutheran Theological Seminary; A.M., New York University; Ph.D., University of Pittsburgh.
- DANNIE HILLFARY KING (1967), Instructor of Biology
B.S., Davidson College; M.S., West Virginia University.
- BRADFORD LOWELL KINNEY (1966), Instructor of Speech
A.B., Florida Southern College; M.A., Indiana University.
- WINSTON L. KINSEY (1969), Assistant Professor of History
B.A., M.A., Baylor University; Ph.D., Texas Tech. University.
- LEE DENNISTON KITTREDGE (1966), Assistant Professor of Sociology and Anthropology
A.B., University of North Carolina at Chapel Hill; M.A., University of Minnesota.
- PETER KNECHT (1969), Instructor of English
B.A., M.A., Brigham Young University.
- FRED L. LAMBERT, JR. (1969), Instructor and Assistant Acquisitions Librarian
B.A., M.L.S., University of North Carolina at Chapel Hill.
- EDGAR OLE LARSON (1968), Professor of Health and Physical Education
B.A., St. Olaf College; M.S., Washington State University; Ed.D., University of Oregon.
- JAMES RONALD LAYTON (1967), Instructor of Special Programs
B.S., M.A., Appalachian State University.
- ROBERT G. LIGHT (1957), Assistant Professor of Health and Physical Education and Coach of Basketball.
B.S., M.S., Washington University.
- GRACE GREENE LILLY (1967), Assistant Professor of Teacher Education
B.S., Appalachian State University; M.A., University of North Carolina at Chapel Hill.
- HENRY TRACY LILLY (1967), Professor of English
B.A., Davidson College; M.A., Princeton University; Litt.D., Presbyterian College.
- J. GORDON LINDSAY (1969), Assistant Professor of Physics
B.S., M.S., Ph.D., Virginia Polytechnic Institute.
- JOSEPH C. LOGAN (1966), Professor of Music
B.F.A., M.F.A., University of Georgia; Ph.D., Florida State University.
- SUSAN H. LOGAN (1966), Associate Professor of English
A.B., M.A., University of Georgia; Ph.D., Florida State University.
- NOYES CAPEHART LONG (1969), Assistant Professor of Art
B.A., Auburn University; M.A., University of Missouri.
- FRANK M. LOVRICH (1965), Professor of Sociology and Anthropology and Coach of Baseball.
B.A., Southeastern Louisiana State College; M.A., Ph.D., University of South Dakota; Ph.D., South Dakota State University.
- JOHN PENDER MacBRYDE (1962), Assistant Professor of English
A.B., Davidson College; M.A., University of North Carolina at Chapel Hill.

- ARNOLD D. McENTIRE (1963), Assistant Professor of Mathematics
B.S., M.A., Appalachian State University.
- BETTY H. McFARLAND (1962), Instructor of English
B.S., M.A., Appalachian State University.
- ROBERT B. McFARLAND (1961), Assistant Professor of Special Programs
B.S., M.A., Appalachian State University.
- THOMAS FRANKLIN McGLADE (1968), Instructor of Speech
B.S., M.A., Miami University.
- F. KENNETH McKINNEY (1968), Instructor of Geology
B.S., Old Dominion College; M.S., University of North Carolina at Chapel Hill.
- HASMUKHRAI HIRALAL MAJMUNDAR (1968), Associate Professor of Geology
B.S., University of Baroda; M.S., Banaras Hindu University; D.SC., University of Nancy.
- MAURICE MARCUM (1969), Assistant Professor of Sociology
B.A., Florida Southern College; M.S., Tulane University.
- GLENN ROBERT MARRS (1969), Assistant Professor of Military Science
B.S., United States Military Academy.
- JACK CORBIN MARTIN (1967), Assistant Professor of Biology
B.S., M.S., East Tennessee State University.
- PHILIP HAIGHT MARTIN (1967), Instructor of Political Science
B.A., M.A., Mississippi State University.
- JERRY MAYHEW (1968), Instructor of Health and Physical Education
B.S., Appalachian State University; M.S., University of Illinois.
- MILLARD M. MEADOR (1969), Associate Professor of Speech
B.A., M.A., Ph.D., Wayne State University.
- WILFRED G. MEARS (1968), Professor of Music
B.S., Indiana University of Pennsylvania; M.Ed., Pennsylvania State University; Ed.D., Florida State University.
- CARL GARNETT MEEKS (1958), Professor of Health and Physical Education
B.S., East Tennessee State University; M.A., University of Mississippi; Ed.D., Columbia University.
- ELOISE CAMP MELTON (1955), Assistant Professor of History
A.B., East Carolina University; M.A., George Peabody College for Teachers.
- JACK ROBERT MELTON (1950), Professor of Teacher Education
A.B., M.D., Duke University; Ph.D., University of North Carolina at Chapel Hill.
- WILLIAM DEAN MEREDITH (1962), Assistant Professor of Teacher Education and Registrar
A.B., Lynchburg College; M.Ed., University of Virginia.
- CARL JOHN MESSERE (1962), Assistant Professor of Economics and Coach of Football
B.S., M.A., Appalachian State University.
- GEORGE BENJAMIN MILES (1961), Professor and Chairman of Chemistry
B.S., Ph.D., University of Tennessee.
- CLARA ELIZABETH MILLER (1969), Instructor of Health and Physical Education
B.S., M.A., Appalachian State University.
- NAPOLEON ANDREW MILLER (1965), Associate Professor of Administration, Supervision, and Higher Education and Principal of Watauga High School
B.S., Western Carolina College; M.Ed., Springfield College; Ed.D., University of Tennessee.

- FAYE JULIETTE MITCHELL (1963), Assistant Professor and Circulation Librarian
A.B., Winthrop College; M.A. in L.S., George Peabody College for Teachers.
- MARY R. MOORE (1967), Associate Professor of English
B.S., Western Michigan College; M.S., Ed.D., Indiana University.
- JOSEPH LONG MURPHY (1964), Assistant Professor of Teacher Education
A.B., Stetson University; M.A., George Peabody College for Teachers.
- HOWARD S. MUSE (1969), Instructor of History
B.A., University of Virginia; M.A., University of Georgia.
- MAYRELEE NEWMAN (1969), Associate Professor of Library Science
B.A., Washington State University; M.L.S., University of Washington.
- WILLIAM JACKSON NEWTON (1967), Assistant Professor of Music
B.M.Ed., Southern State; M.M.Ed., North Texas State University.
- ROBERT CLAIR NICKLIN (1967), Assistant Professor of Physics
B.S., South Dakota School of Mines; Ph.D., Iowa State University.
- ANNE MAURINE O'HORA (1966), Assistant Professor of History
B.A., Good Counsel College; M.A., Columbia University.
- DONALD P. OLANDER (1969), Assistant Professor of Chemistry
B.S., Washburn University; M.S., Ph.D., The University of Nebraska.
- MINNIE LAURA OSWALT (1965), Assistant Professor and Curriculum Librarian
B.A., Mississippi Women's College; M.A., Appalachian State University.
- ALFRED BENJAMIN OVERBAY (1967), Instructor of Chemistry and Physical Science
B.S., M.A., Appalachian State University.
- CLYDE CHARLES OWEN (1962), Associate Professor of Industrial Arts
B.S., M.S., Texas College of Arts and Industries.
- HARRY GILMORE PADGETT (1967), Assistant Professor of Special Programs
B.A., Furman University; B.D., Th.M., Southeastern Seminary; M.Ed., Ed.D., University of Georgia.
- JOSETTE PAGE (1968), Instructor of Foreign Languages
Baccalaureate, Certificat d' Etudes Litteraires Generales; University of Paris.
- CHARLES E. PALMER (1967), Professor and Chairman of Speech
B.A., Depauw University; B.D., Garrett Theological Seminary; M.A., Ph.D., University of Wisconsin.
- RICHARD B. PARROTT (1969), Assistant Professor of Military Science
B.S., Sam Houston State Teachers College.
- LYNN MICHAEL PERRY (1968), Assistant Professor of Mathematics
B.S., M.A.M., Ph.D., North Carolina State University.
- FRANK PETERSILIE (1969), Instructor of Art
B.S., M.S., Fort Hays State College.
- PETER PETSCHAUER (1968), Instructor of History
B.A., Washington Square College of New York University; M.A., Ph.D., New York University.
- CHARLES ELLINGTON PORTERFIELD (1968), Professor of Speech
B.A., Birmingham-Southern University; M.A., State University of Iowa; Ph.D., Louisiana State University.
- ELTON GEORGE POWELL (1968), Assistant Professor of Foreign Languages
A.B., Florida Southern College; B.D., Emory University; M.A., University of North Carolina at Chapel Hill.
- MARY LOU POWELL (1967), Assistant Professor of Psychology
A.B., M.S., University of North Carolina at Chapel Hill.
- UBERTO PRICE (1955), Professor of Special Programs
B.S., Eastern Kentucky University; M.A., Western Kentucky University.

- JAMES ROY PRINCE (1960), Professor and Chairman of Foreign Languages
B.A., University of South Carolina, M.A., Ph.D., University of North Carolina at Chapel Hill.
- JOHN ALFRED PRITCHETT, JR. (1956), Associate Professor of Special Programs
A.B., M.A., George Peabody College for Teachers.
- LEO KLUTTZ PRITCHETT (1947), Professor of History
A.B., Davidson College; M.Ed., Duke University.
- ROBERT LYNWOOD PUGH (1968), Instructor of Mathematics
B.S., North Carolina State University; M.A., Appalachian State University.
- C. ELIZABETH PUTNAM (1967), Assistant Professor of Teacher Education
B.S., Appalachian State University; M.A., George Peabody College for Teachers.
- MARY EUNICE QUERY (1947), Associate Professor of Library Science
A.B., Duke University; A.B. in L.S., University of North Carolina at Chapel Hill; M.A., Appalachian State University.
- GEORGE C. RAGAN, JR. (1969), Assistant Professor of Industrial Arts
B.S., M.A., Appalachian State University.
- BEATRIX BLANTON RAMEY (1958), Assistant Professor of Teacher Education
B.S., Appalachian State University; M.A., University of North Carolina at Chapel Hill.
- ROBERT WAYNE RAMSEY (1966), Associate Professor of History
A.B., M.A., Duke University; Ph.D., University of North Carolina at Chapel Hill.
- JOHN FRANK RANDALL (1960), Professor of Biology
A.B., University of North Carolina at Chapel Hill; M.S., University of Michigan; Ph.D., University of South Carolina.
- ROBERT LEE RANDALL (1960), Professor of Administration, Supervision, and Higher Education and Director of Placement
B.S., East Tennessee State University; M.A., University of North Carolina at Chapel Hill; C.A.S., Ed.D., Harvard University.
- LAURIE TULLY REED (1966), Assistant Professor of English
A.B., M.A., University of North Carolina at Chapel Hill.
- ROBERT ELLIS REIMAN (1963), Associate Professor of Geography and Director of Institutional Research and Development
B.S., M.S., Ph.D., Florida State University.
- LEE FRANCIS REYNOLDS (1946), Professor and Chairman of Teacher Education
B.S., M.A., Ball State University; Ed.D., Indiana University.
- LEO B. REYNOLDS (1969), Associate Professor of Music
B.M., Bethany College; B.M., M.M., Yale University.
- MARY AGNES RHUDY (1967), Instructor and Assistant Catalogue Librarian
B.S., M.A., Appalachian State University.
- MADGE MOZELLE RHYNE (1947), Associate Professor of Home Economics
B.S., M.S., University of North Carolina at Greensboro.
- DANIEL FREDERICK RICE (1965), Assistant Professor of Philosophy and Religion
B.A., Northwestern University; B.D., Ph.D., Drew University.
- FRANCIS MARION RICH, JR. (1967), Associate Professor and Chairman of Political Science
A.B., LL.B., Ph.D., University of Georgia.
- KATHRYN RICH (1968), Instructor of Foreign Languages
B.F.A., M.A., University of Georgia.
- ROBERT LEE RICHARDSON (1966), Associate Professor of Mathematics
B.S., Castleton State College; M.S., University of Notre Dame; Ph.D., University of Florida.

- DAVID A. RIGSBY (1961), Associate Professor of Industrial Arts
B.S., Western Kentucky State College; M.S., University of Kentucky.
- JANE MARGARET RINER (1956), Assistant Professor of Economics and Business
B.S., M.A., Appalachian State University.
- JAMES R. ROBERTS (1967), Assistant Professor of Teacher Education
A.B., East Carolina University; M. M.E., University of Illinois.
- SANDRA ROBERTSON (1969), Instructor of Music
B.M., Oberlin Conservatory; M.M., Indiana University.
- DAVID THOMAS ROBINSON (1966), Associate Professor of Special Programs
B.S., M.S., Ed.D., University of Tennessee.
- KENT ROBINSON (1956), Professor of Biology and General Science
B.S., M.A., Appalachian State University; Ph.D., Ohio State University.
- RICHARD ELLIOTT ROBINSON (1969), Associate Professor of Teacher Education
B.A., Catawba College; M.A., Appalachian State University; Ed.D., University of Tennessee.
- CARL AUGUSTUS ROSS, JR. (1968), Associate Professor of History
A.B., Berry College; M.A., Ph.D., University of Georgia.
- CHARLOTTE T. ROSS (1969), Instructor and *Appalachian Room* Librarian
B.S., University of Dubuque; M.S., Georgia Southern College.
- TOLLIE C. ROSS (1969), Instructor of Foreign Languages
A.B., Wofford College; M.A., University of Georgia.
- CELIA GRAHAM ROTEN (1966), Instructor of Home Economics
B.S., Appalachian State University; M.S., University of North Carolina at Chapel Hill.
- ARTHUR W. RUDOLPH (1968), Associate Professor of Philosophy and Religion
B.A., Brooklyn College; M.A., City College of New York; Ph.D., University of Southern California.
- WILLIAM HOYT SAFRIT (1950), Assistant Professor of Music
B.S., M.A., Appalachian State University.
- PAUL SANDERS (1962), Professor of Mathematics and Provost
B.A., Southeastern State College; M.S., Ph.D., Oklahoma State University.
- RICHARD JOSEPH SCHALK (1965), Instructor of Mathematics
B.S., University of Maryland; M.A., University of Arkansas.
- F. G. SCHROEDER (1969), Associate Professor of Biology
Doctor of Natural Sciences, University of Munster.
- NOLLIE WILBOURNE SHELTON (1959), Professor of Administration, Supervision, and Higher Education
B.S., College of William and Mary; M.A., University of North Carolina at Chapel Hill.
- MICHAEL JOHN SHERMAN (1967), Assistant Professor of Sociology
B.A., University of Toronto; M.A., Duke University.
- KENNETH W. SHIPPS (1969), Assistant Professor of History
B.A., Wheaton College; M.A., M.Ph., Ph.D., Yale University.
- ZEB VANCE SHOOK (1953), Assistant Professor and Acquisition Librarian
B.S., M.A., Appalachian State University.
- NATHANIEL HAWTHORNE SHOPE (1966), Associate Professor and Chairman of Administration, Supervision, and Higher Education
A.B., Otterbein College; M.A., Ph.D., University of North Carolina at Chapel Hill.
- JAMES HERRINGTON SHORT, JR. (1968), Assistant Professor of Industrial Arts
B.S., East Texas State University; M.Ed., Texas A & M University.
- DONALD WOODFIN SINK (1968), Assistant Professor of Chemistry
A.B., Catawba College; Ph.D., University of South Carolina.

- AIDAN SINNOTT (1969), Instructor of English
B.A., St. Norbert College; M.A., Marquette University.
- JOSEPH GRAYSON SLOOP (1968), Assistant Professor of Industrial Arts
B.S., Western Carolina University; M.A., Appalachian State University.
- KENNER McNEAL SMATHERS (1969), Assistant Professor of Teacher Education
B.A., Wofford College; M.A., Ed.D., Duke University.
- ANN GOODYEAR SMITH (1968), Instructor of Home Economics
B.S., M.A., Winthrop College.
- CHARLES DAVID SMITH (1968), Instructor of Special Programs and Assistant Dean of Student Affairs
B.A., William and Mary; M.A., Appalachian State University.
- H. MAX SMITH (1969), Associate Professor of Music
B.M., University of Missouri; M.M., University of Oklahoma; Doctor of Sacred Music, Union Theological Seminary.
- JAMES REAVES SMITH (1968), Assistant Professor of Mathematics
B.S., Ph.D., University of South Carolina.
- ROBERT EARL SNEAD (1966), Assistant Professor of Teacher Education and Director of Alumni Affairs
B.S., M.A., Appalachian State University.
- WALTER THOMAS SNIPES (1964), Associate Professor and Chairman of Psychology
B.S., Oglethorpe University; M.Ed., Mercer University; Ed.D., University of Georgia.
- GWENDOLYN JANE SNYDER (1969), Instructor and Assistant Periodicals Librarian
B.S., M.A., Appalachian State University.
- ROBERT WALTER SOEDER (1967), Associate Professor of Chemistry
B.S., Ursinus College; M.S., Ph.D., University of Delaware.
- WILLIAM GILBERT SPENCER (1951), Professor and Chairman of Music
B.M.Ed., Northwestern University; M.A., Ed.D., Columbia University.
- STARR N. STACY, JR. (1935), Professor of Mathematics
B.S., Appalachian State University; M.A., George Peabody College for Teachers.
- HENRY THOMAS STANTON (1969), Instructor of Economics and Business
B.S., Atlantic Christian College; M.A., Appalachian State University.
- FRANK RICHARD STECKEL (1962), Associate Professor and Chairman of Industrial Arts
B.S., M.S., University of North Dakota.
- ROGER L. STEENLAND (1969), Associate Professor of Psychology and Director of Psychological Services
A.B., Calvin College; Ph.D., Purdue University.
- JAMES WILLIAM STINES (1968), Assistant Professor of Philosophy and Religion
B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary.
- JOYCE PETERSON STINES (1968), Instructor of Home Economics
B.S., University of Arkansas; M.Ed., University of North Carolina at Chapel Hill.
- EDWARD HORDER STODDARD (1966), Assistant Professor of Special Programs
B.S., Troy State College; M.M.E., North Texas State University.
- BENJAMIN FRANKLIN STRICKLAND (1962), Professor of Teacher Education and Assistant Dean of the Graduate School
B.S., Wake Forest College; M.Ed., Ed.M., University of North Carolina at Chapel Hill.
- WILLIAM CLAUDIUS STRICKLAND (1966), Professor and Chairman of Philosophy and Religion and Dean of the College of Arts and Sciences
A.B., Stetson University; B.D., Th.D., Southern Baptist Theological Seminary.

- COLLIER S. SUMMERS (1969), Instructor of Psychology
B.A., University of South Florida; M.A., Appalachian State University.
- ALBERT BENJAMIN SUTTLE, JR. (1968), Instructor of Chemistry
B.S., United States Military Academy; M.S., Massachusetts Institute of Technology.
- ORUS RICHARD SUTTON (1956), Professor and Chairman of Economics and Business
B.S., Tennessee Polytechnic Institute; M.A., Northwestern University; Ed.D., University of Tennessee.
- JULIETA SYKORA (1969), Assistant Professor of Music
B.S., New York University; M.M.Ed., M.M., University of Arizona.
- JOYCE SMITH TALLANT (1968), Instructor of Music
B.M., Louisiana State University; M.A., Appalachian State University.
- EDWIN D. TAYLOR (1969), Assistant Professor of Economics and Business
B.A., LL.D., University of Miami.
- ELLEN BALL THOMAS (1964), Instructor of Health and Physical Education
B.S., Carson-Newman College; M.S., University of Tennessee.
- ROGER EVAN THOMAS (1950), Professor of Health and Physical Education
B.S., M.Ed., Springfield College.
- MICHAEL VINCENT RAPHAEL THOMASON (1968), Assistant Professor of History
B.A., University of the South; M.A., Ph.D., Duke University.
- JANICE JOAN THOMPSON (1967), Instructor of English
B.S., M.A., East Carolina University.
- STANLEY JOSEPH THOMPSON (1966), Assistant Professor of History
A.B., University of Portland; M.A., Georgetown University.
- REBECCA McCOTTER TOMLINSON (1960), Assistant Professor of Health and Physical Education
B.S., Appalachian State University; M.A., George Peabody College for Teachers; Dir. P.E., Indiana University.
- JOHN ELLIES TRIMPEY (1968), Assistant Professor of English
B.A., Ball State University; M.A., University of Arkansas; Ph.D., Ohio University.
- BOYD CLARK TRIVETT (1966), Instructor of Mathematics
B.S., M.A., Appalachian State University.
- NED REEVES TRIVETTE (1957), Assistant Professor of Economics and Business and Director of Business Affairs
B.S., Appalachian State University; M.A., Florida State University.
- KATHRYN CROFT TULLY (1955), Associate Professor of Economics and Business
A.B., Concord College; M.A., Teachers College, Columbia University.
- EDWARD THOMAS TURNER (1968), Assistant Professor of Health and Physical Education
B.S., Pennsylvania State University; M.A., Ph.D., University of Maryland.
- STUART J. UGGEN (1969), Instructor of Music
B.S., M.M., Morehead State College.
- FAROUK F. UMAR (1968), Assistant Professor of Political Science
B.S., M.A., Ph.D., Southern Illinois University.
- JOHN C. UPCHURCH (1969), Assistant Professor of Geography
B.A., M.S., Florida State University.
- INA FAYE WOESTEMEYER VAN NOPPEN (1947), Professor of History
B.A., University of Kansas; M.A., Ed.D., Teachers College, Columbia University.
- JOHN JAMES VAN NOPPEN III (1947), Professor of English
A.B., University of North Carolina at Chapel Hill; M.A., Ed.D., Teachers College, Columbia University.
- TEUNIS VERGEER (1960), Professor of Biology
A.B., Calvin College; M.S., Ph.D., University of Michigan.

- HOMER JAMERSON VERNON, JR. (1967), Instructor of Art
B.F.A., Richmond Professional Institute; M.F.A., University of North Carolina at Greensboro.
- ERWING WINNINGHAM WADSWORTH (1968), Associate Professor of Teacher Education
B.S., Troy State University; M.S., Ed.D., Auburn University.
- CHARLES F. WATERWORTH (1969), Instructor of English
B.S., Towson State College; M.A., University of North Carolina at Chapel Hill.
- ROBERT WILLIAM WATKINS (1932), Professor of Health and Physical Education
B.S., Maryville College; M.A., George Peabody College for Teachers.
- JAMES WATSON, JR. (1967), Instructor of Physics
A.B., Elon College; M.S., University of South Carolina.
- JAN CAROLE WATSON (1967), Instructor of Health and Physical Education
B.S., Winthrop College; M.S., Appalachian State University.
- FRED WEBB, JR. (1968), Assistant Professor of Geology
A.B., Duke University; M.S., Ph.D., Virginia Polytechnic Institute.
- OMRI KENNETH WEBB, JR. (1962), Professor of Philosophy and Religion, Dean of Student Affairs and Dean of the General College.
B.A., The Citadel; B.D., Southern Baptist Theological Seminary; Ph.D., Duke University.
- REGINALD THEODORE WEBER (1968), Professor of Economics and Business
B.S., Louisiana State University; M.B.A., University of Maryland; Ph.D., New York University.
- VIVIAN WOOD WELBORN (1944), Associate Professor of Home Economics
B.S., Georgia State College for Women; M.S., University of Tennessee.
- GEORGE R. WESLEY (1967), Associate Professor of Psychology
B.A., University of Houston; M.A., Ph.D., University of Denver.
- JOHN FOSTER WEST (1968), Associate Professor of English
A.B., M.A., University of North Carolina at Chapel Hill.
- ROBERT HOLT WEST (1967), Associate Professor of Economics and Business
A.B., Duke University; M.Ed., Temple University; J.D., University of Miami.
- PAUL DOYAL WHIPPO (1967), Instructor of Geography
B.S., M.A., Indiana University.
- ELMER RUSSELL WHITE, JR. (1963), Assistant Professor of Music
A.B., Marshall University; M.F.A., Ohio University.
- JANICE R. WHITENER (1967), Assistant Professor of Home Economics
B.S.H.E., M.S., University of North Carolina at Chapel Hill.
- ROGERS VANCE WHITENER (1959), Assistant Professor of English
B.S., Appalachian State University; M.A., University of Florida.
- EVERETT MURPHY WIDENER, JR. (1967), Assistant Professor of Teacher Education
B.S., Milligan College; M.Ed., Virginia Polytechnic Institute; Ed.S., George Peabody College for Teachers.
- CRATIS DEARL WILLIAMS (1941), Professor of English and Dean of the Graduate School
A.B., M.A., University of Kentucky; Ph.D., New York University.
- JOHN F. WILLIAMS (1966), Associate Professor of Mathematics
A.B., M.A., University of Tennessee; Ed.D., Columbia University.
- JOHN H. WILLIAMS (1969), Assistant Professor of Health and Physical Education
B.A., University of Denver; M.S., University of Washington; Ed.S., Bowling Green State University; M.S. in Public Health, University of California at Berkeley.
- MYRTLE WILSON (1969), Assistant Professor of Library Science
B.S., Appalachian State University; M.A., George Peabody College for Teachers.

278

THE FACULTY

- RICHARD BURTON WILSON (1967), Assistant Professor of Teacher Education
A.B., M.E., M.S., University of North Carolina at Chapel Hill.
- BETTY JEAN WINFORD (1967), Associate Professor of Special Programs
B.S., Roanoke College; M.A., Columbia University; Ed.D., University of Virginia.
- LARRY W. WOODROW (1966), Assistant Professor of Teacher Education
B.S., Appalachian State University; M.A.T., Ed.D., University of North Carolina at Chapel Hill.
- ELLSWORTH TIEN-WEI WU (1968), Associate Professor of History
B.A., University of Nanking; B.D., Westminster Theological Seminary; Th.M., Eastern Baptist Theological Seminary; Ph.D., University of Maryland.
- JULIAN CLIFTON YODER (1933), Professor and Chairman of Geography and Geology
B.S., Appalachian State University; M.A., George Peabody College for Teachers; Ph.D., University of North Carolina at Chapel Hill.

FACULTY EMERITI

- JOHN GLENN BARDEN, Ph.D., Professor Emeritus of Education
- HELEN BURCH, M.A., Professor Emerita of Geology
- GRACE McNINCH COUNCIL, M.A., Professor Emerita of Education
- HERMAN ROLAND EGGERS, M.A., Professor Emeritus of Social Science and Registrar Emeritus
- DAVID REID HODGIN, M.A., Professor Emeritus of English
- VANCE HOWELL, A.M., Professor Emeritus of Social Science
- IDA BELLE LEDBETTER, A.M., Professor Emerita of Biology
- VIRGINIA WARY LINNEY, M.M., Professor Emerita of Music
- WILLIAM HOWARD PLEMMONS, Ph.D., President Emeritus
- GEORGE L. SAWYER, M.A., Professor Emeritus of Sociology
- ARLIE R. SMITH, A.M., Professor Emeritus of Chemistry
- CATHERINE JEANETTE SMITH, M.A.Ed., Professor Emerita of Art
- WILEY FRANCIS SMITH, Ph.D., Professor Emeritus of Psychology

INDEX

- Accrediting Associations, member of, inside front cover.
- Activities, Musical, 34, 35
- Administration
 - Junior College, 242
 - Officers of, 261
- Administration, Supervision, and Higher Education
 - Courses of instruction in, 139-142
 - Department of, 139, 142
- Admission
 - Arts and Sciences, College of, 63
 - Education, College of, 132
 - Fine and Applied Arts, College of, 161
 - Foreign students, 14
 - Freshmen, 9, 44
 - Graduate School, 230, 232-235
 - Student Teaching, 134-135
 - Teacher Education Program, 132
- Advanced Placement Program, 13
- Aliens, 14, 16
- Alumni Association, 42, 43
- Anthropology
 - Courses of instruction in, 129
 - Department of, see Sociology and Anthropology, 126-129
- Appalachian
 - State Normal School, 2
 - State Teachers College, 2
 - Training School, 2
- Application
 - For certificate, see graduation, 52
 - For degree, see graduation, 52
 - For graduate degree, 250
- Art
 - Courses of instruction in, 166-169
 - Department of, 166-169
- Assistantships, 258
- Athletics, 33
- Attendance, 48
- Audiovisual
 - Center, 54, 55
 - See Department of Special Programs, 147, 153
- Auditors, 12
- Bachelor of Arts
 - Degree, requirements for, 63-65
 - Degree, see degrees offered
 - Degree, see degree requirements
- Bachelor of Science
 - Degree, requirements for, 62
 - Degree, see degrees offered
 - Degree, see degree requirements
- Bachelor of Science in Business Administration
 - Degree, requirements for, 164, 170-171
- Biology
 - Courses of instruction in, 66-71
 - Department of, 66
- Board and room, 15
- Board
 - Of Trustees, 44, 261
 - Of Visitors, 261
- Buildings, 3-6
- Business
 - Courses of instruction in, 173-178
 - See Economics and Business
- Calendar for University 1970-71, ii
- Campus, description of, 3
- Cars, 40, 41
- Catalog choice, 44
- Ceramics, see Industrial Arts, 192-200
- Certificate
 - of advanced study, 249
- Chemistry,
 - Courses of instruction in, 73-76
 - Department of, 72-76
- Churches, 32
- Class
 - Attendance, 48
 - Rooms, 3
- Classification, 50
- Clothing
 - And Textiles Merchandising, 188
- College
 - Entrance Examination Board, 10
- College of Arts and Sciences, 62
 - Admission, 63
 - Degrees offered, 62
 - Departments, 62
- College of Education, 130
 - Departments in, 130
- College of Fine and Applied Arts, 160
 - Departments in, 160
- Colleges of the University, 6
- Computer Center, 55

- Computer Science,
 - Courses of instruction in, 106
 - See Department of Mathematics, 102-106
- Concerts, 31-32
- Conduct, 30
- Contents, Table of, vi
- Correspondence Directory, iv
- Counselor
 - Junior College, 243
 - School, 243
- Course
 - Change, 48-49
 - Classifications, 137-138
 - Of instruction, 65
 - Repeated, 48
- Credits, 45
- Credit limitations, 47-48
- Cultural Activities, 31
- Day Students, 16
- Deaf
 - Training for, see Special Programs, 147-153, 245-246
- Degree
 - Requirements, 45
 - Requirements, see individual departments
- Degrees
 - Conferred, 8
 - Offered, 62, 130, 160
- Departments, 62
- Departments in
 - College of Education, 130
 - College of Fine and Applied Arts, 160
- Dormitories, 37
- Dramatics, 33
- Dry Cleaning, 19
- Economics
 - Courses of instruction in, 171-173
- Electronics
 - See Industrial Arts, 192-200
- Elementary
 - Education, 154-159
 - School Teachers, Graduate, 241
- Employment, student programs, 23
- English
 - Courses of instruction in, 77-81
 - Department of, 77-81
- Enrollment, 8
- Evening classes, graduate, 256
- Examinations
 - Course, 49-50
 - Graduate, 254
 - Special, 50
- Exhibits, 31
- Expenses, 15
 - Graduate, 251
- Extension, 52-53
 - Graduate, 255
- Faculty, 263-278
 - Emeriti, 278
 - Graduate, 227-229
- Fees, 19-21
 - Quarterly, 15
 - Refund, 21-22
 - Student Welfare and Activity, 18
- Fellowships, 258
- Financial Aid, 15, 22
- Foods and Equipment, 188
- Foreign Languages
 - Courses of instruction in, 83-89
 - Department of, 82-89
 - Laboratory, 83
- Foreign Students, 14-16
- Forensics, 33-34
- French, see Foreign Languages, 82
- Freshman Admission, 12
- General College, 56
- General Education requirements, 57-58
- General Science
 - Courses of instruction in, 71
- Geography and Geology
 - Department of, 90-94
- Geography
 - Courses of instruction in, 90-93
- Geology
 - Courses of instruction in, 93-94
- German, see Foreign Languages, 86
- Grades
 - And grade points, 45-46
 - Graduate, 253-254
- Graduate
 - Advisers, 232-233
 - Class attendance, 252
 - Courses by seniors, 231
 - Employed students, 251
 - Foreign students, 251

- Language requirements, 249
- Graduate School, 8, 225
 - Admission, 232
 - Requirements, 230
- Graduation, 52
 - Catalog choice, 44
 - With honors, 52
- Grants
 - Educational opportunity, 27
 - In-aid, 26
- Guidance, see Special Programs, 147-153
- Housing, 37
 - Graduate, 259
 - Off campus, 40
 - Policies, 37-38
- Health and Physical Education
 - Department of, 179-186
- Health
 - Courses of instruction in, 180
 - services, 35-36
- History
 - Courses of instruction in, 95-101
 - Department of, 95-101
 - Of University, 2
- Home Economics
 - Courses of instruction in, 188-191
 - Department of, 187-191
- Home Management House, or Home Economics Department, 187
- Honors, 51
- Honor Teaching, 52
- Independent study, graduate, 255
- Industrial Arts
 - Courses of instruction in, 192-200
 - Department of, 192-200
- Instructional Program, 44
- Insurance
 - Hospital and accident, 35-36
- Institutional Administration, 187
- Interdepartmental Majors, 136-137
- Internships, 256
- Intramural sports, 33
- Job opportunities on graduation, 41-42
- Junior College Teacher, 242
- Laboratories, 3
- Latin, see Foreign Languages, 86-87
- Laundry, 19
- Leather, see Industrial Arts, 192-200
- Lectures, 31
- Librarian
 - Junior College, 241
 - School, 240
- Library Carrels, graduate, 255
- Library Science
 - Courses of instruction, 143-146
 - Department of, 143-146
- Load, academic, 46-47
- Loans
 - Graduate, 259
 - Students, 24-26
- Location of University, 1
- Mail, student, 41
- Master of Arts
 - Degree, 246-247
 - Degree-teaching personnel, 238
- Master of Science Degree, 247-248
- Mathematics
 - Courses of instruction in, 102-106
 - Department of, 102-106
- Mechanics, see Industrial Arts, 192-200
- Medical Center, 35-36
- Member of Accrediting Associations, inside front cover
- Mentally Retarded, see Special Programs, 147-153
- Mental Retardation, graduate, 245
- Military Personnel, 17
- Military Science
 - Courses of instruction in, 203-204
 - Department of, 201-204
- Motor Vehicles, 40-41
- Musical Activities, 34-35
- Music
 - Courses of instruction in, 209-216
 - Department of, 205-216
 - Fees, 20
 - Requirements for Music Majors, 205-209
 - Teacher, graduate, 242-243
- News Bureau, 42
- Non-resident, 16
- Nursery School, see Home Economics Department
- Organization of University, 6
- Parking, 40-41
- Part time, students, 16

282

INDEX (continued)

- Personnel, 261
- Philosophy
 - Courses of instruction in, 107-110
- Philosophy and Religion
 - Department of, 107-111
- Photography, see Special Programs, 147-153
- Physical Education
 - Courses of instruction in, 180-186
 - See Health and Physical Education, 179-186
- Physical Science, see Department of Chemistry, 72
- Physics
 - Courses of instruction in, 112-114
 - Department of, 112-114
- Pictures on pages 101, 120, 142
 - At bottom of pages 153, 165, 178, 191, 204, 216
- Placement
 - Academic, 13
 - Job, 41-42
- Political Science
 - Courses of instruction in, 115-120
 - Department of, 115-120
- Post Office
 - Campus, 41
 - Permit, i
- Pre-professional Programs
 - Dental, 60
 - Engineering, 60-61
 - Forestry, 61
 - Law, 59
 - Medical, 59-60
 - Nursing, 60
 - Pharmacy, 60
- Printing, see Industrial Arts, 192-200
- Proficiency requirements, 58-59
- Programs, 31
- Psychological Services, 35-36
- Psychology
 - Courses of instruction in, 121-125
 - Department of, 121-125
- Publications, student, 32
- Purpose of University, 1
- Radio, 34
- Reading
 - Center, 55
 - Courses, 147-153
 - Specialization, graduate, 244
- Readmission, 13
- Refunds, housing, 40
- Registration, 44-45
- Regulations, University, 44
- Religion
 - Courses of instruction in, 110-111
 - Instruction, see Department of Philosophy and Religion, 107-111
- Religious life, 32
- Reports, 50
- Requirements
 - General Education, 57-58
 - Graduate School, 230
 - Graduation-graduate, 235-236
 - Housing, 37-38
 - Transfer, 10-11
 - Proficiency, 58-59
- Reservations for housing, 38-40
- Residence
 - Freshmen requirements, 9, 47
 - Status change, 18
- R.O.T.C., see Military Science, 201-204
- Saturday classes, graduate, 256
- Scholarships, 27-29
- Scholarship standards, 45
- Scholastic Aptitude Test, 10
- School Administrators, 239
- Science Major, 112, 136
- Secondary School Teachers, graduate, 241-242
- Second Masters Degree, 248
- Seniors taking graduate courses, 231
- Sight Singing, 208
- Sixth-year program, 249
- Social activities, 31
- Social Science major, 90, 115, 137
- Societies, professional, 32
- Sociology and Anthropology
 - Department of, 126-129
- Sociology, courses of instruction in, 126-129
- Spanish, see Foreign Languages, 87
- Special Education
 - Graduate, 245
 - See Department of Special Programs, 147-153
- Special Programs
 - Courses of instruction in, 147-153
 - Department of, 147-153

- Special
 - Students, 11
 - Talent awards, 26
- Speech
 - Correction, 246
 - Courses of instruction in, 218-224
 - Department of, 217-224
 - Pathology, 246
- Standard of conduct, 30
- Student
 - Government, 30
 - Life, 30
 - Officers, 31
 - Responsibility, graduate, 252-253
 - Teaching, 133-135
 - Teaching supervisor, 240
- Summer sessions, 53
- Supervision
 - General, 239
 - Music, 242-243
 - Student teaching, 240
- Suspension, 44
 - Academic, 50
 - And dismissal, graduate, 253
- Teacher Certification, 130-132, 135-136
- Teacher Education
 - Courses of instruction in, 154-159
 - Department of, 154-159
- Textbooks, rental, 18
- Thesis, graduate, 236-237
- Transcripts, 52
 - Graduate, 260
- Transfer
 - Eligibility, 10-11
 - Students, 10-11
- Trustees, Board of, 261
- Tuition, 15
- University Organization, 6
- Unsatisfactory conduct, 30-31
- Veterans, 13, 22
- Visiting students, 11
- Visitors, Board of, 261
- Watauga Academy, 2
- Withdrawal, 49
 - Graduate, 253
- Woods, see Industrial Arts, 192-200



APPALACHIAN STATE

LEGEND

- | | |
|----------------------------|---|
| 1 President's home | 11 Old Library |
| 2 Bowie Hall | 12 New Library |
| 3 Stadium Fieldhouse | 13 Watauga Hall |
| 4 New Men's Residence Hall | 14 Cafeteria |
| 5 New Men's Residence Hall | 15 Gymnasiums—Broome-Kirk/Varsity Gym |
| 6 Justice Hall | 16 Power Plant |
| 7 Newland Hall | 17 Physical Plant & Laundry |
| 8 Duncan Hall | 18 I.G. Greer Hall |
| 9 Rankin Science Building | 19 B.B. Dougherty Administration Building |
| 10 Smith-Wright Hall | |



ATE UNIVERSITY

- | | |
|----------------------------------|--|
| 20 Infirmary | 31 Faculty Apartments |
| 21 Administration Building Annex | 32 Workman Hall |
| 22 East Hall | 33 Lucy Brock Nursery School |
| 23 New Classroom Building | 34 Lillie S. Dougherty Home Economics Building |
| 24 Lovill Hall | 35 W. H. Plemmons Student Center |
| 25 New Women's Residence Hall | 36 Bookstore |
| 26 Hoey Hall | 37 Appalachian Elementary School |
| 27 Doughton Hall | 38 Chappell-Wilson Hall |
| 28 White Hall | 39 W. Kerr Scott Industrial Arts Building |
| 29 New Women's Residence Hall | 40 Campus Reservoir |
| 30 Home Management House | All Letters—Parking areas |

